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ABSTRACT

The curriculum presented in this teacher's guide is designed to provide limited-English-proficient adults, primarily refugees and immigrants, with language, communication, and employment-related skills for successful job acquisition and performance. It draws on experience in working with the refugee community, and includes input from employers and job developers. While some of the content is time-sensitive (e.g., tax information), the design is adaptable to different dates and contexts. The teacher's guide is intended to accompany a text of the same title, but does not contain text content or exercises. An introductory section describes the materials and suggests classroom teaching techniques. This is followed by teaching guidelines for 12 instructional units, each on an employment-related topic. Unit guidelines include objectives and teaching suggestions and activities keyed to the textbook. Unit topics include: the job market; employer expectations; attitude; making work-related choices and changes, including welfare services; understanding earnings and taxes; the job search; job application; writing resumes; successful interviews; and career planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 406 858

REAL JOBS FOR REAL PEOPLE
GUIDE FOR
TEACHERS

By
Brigitte Mingkwan

FL 801144

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BECOMING SELF SUFFICIENT

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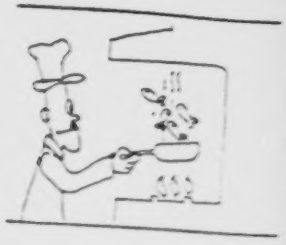

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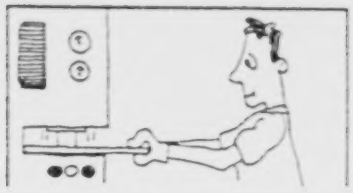

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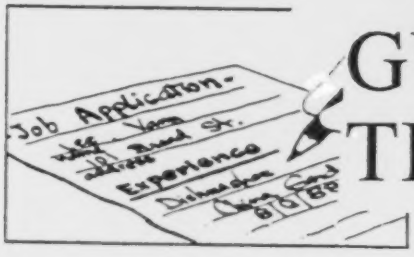

GUIDE FOR TEACHERS

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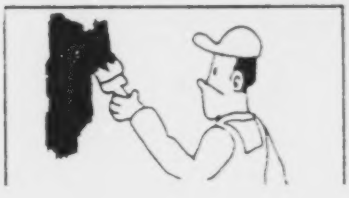


FL 801 144

FINDING OUT ABOUT JOBS

I WANT TO WORK

Brigitte Mingkwan
Fresno County Office of Education

REAL JOBS FOR REAL PEOPLE

TEACHERS' GUIDE

INTRODUCTION

The Student Book Real Jobs for Real People was developed as part of a Vocational ESL class offered through the Independence Center at Fresno City College CA from 1992-1995. The class was designed specifically for adult refugee students who were at an Intermediate-High or Advanced-Low level of ESL ability as defined by the California State Department of Education ESL Model Standards. The project was supported through a discretionary grant from Targeted Assistance funding from the Fresno County Department of Social Services. As part of the final year's program activities, the author of the course was contracted to produce this Teachers' Guide.

At the time the course was created, the target population included predominantly Southeast Asian refugees, with a small number of refugees from the former Soviet Union. Much of the existing employment preparation material researched by the creator of the course was found not to be relevant to the life experiences of the students in the program. Students found it hard to relate to the examples, situations and individuals used in texts. The target jobs used to illustrate the process of preparation for employment were frequently beyond the current skill level of the adult refugee students. Consequently, students often became discouraged and disillusioned by a process which seemed to have little to do with their lives and with a job market which appeared to be beyond their reach.

It was also the experience of the author that many of the adult refugee students had unrealistic expectations about the process of preparing for employment and the path to self sufficiency. This, coupled with some students' negative experiences in former workplaces or in hiring practices, resulted in the existence of multiple barriers to receiving information on the employment preparation process. It was this combination of factors which prompted the author, Brigitte Mingkwan to create the student text Real Jobs for Real People. The text draws on her experiences of working with the refugee community, both in refugee camps in Thailand and here in the United States. All examples

in the text involve individuals who come from a refugee background and whose life and work experiences reflect the likely experiences of the intended student population. The text also includes input from local employers and job developers so that preparation material is not merely theoretical but relevant to the actual situation in which refugees are competing for employment. The book is unashamedly narrow in its focus, local in its orientation and specific in its aims. Too frequently Southeast Asian adult refugee students have been obliged to use texts which have as their example characters individuals with relatively sophisticated transferable job skills from cultures unfamiliar to Southeast Asians. The goal of this book is to involve adult Southeast Asians in a course of employment preparation which affirms and acknowledges who they are, what they have experienced and what they have to offer to the work force.

Despite the fact that the book is specific and relatively narrow in its focus, it can, of course, be adapted and used very successfully with classes of students from a variety of backgrounds. Though the characters who appear throughout the book are predominantly Southeast Asian, there is very little information which is exclusively applicable to Southeast Asian refugees. Many of the employment preparation activities are relevant to all potential employees and the local information that is provided on the Fresno County Job market can easily be researched for other areas of the State and country. Since 1994, the text, or excerpts from it have been used successfully by teachers throughout Fresno County, across California and in other States with adult ESL students who come from a wide variety of different backgrounds.

Because one of the main goals of the course is to provide accurate and realistic information on issues that have significant impact on an individual's ability and inclination to become employed, some details included in the text become outdated very quickly. Examples include tax tables, Earned Income Tax Credit information and details of welfare payment supplements to recipients who are also working. To keep the text continually updated represents a full-time revision and editorial task which is not, at this point, practically possible. Teachers are therefore urged to use the text as a model for incorporation of accurate information and its realistic application to the lives of their students. It is hoped that the text will remain alive and constantly fluid as teachers research local information and figures and develop supplemental activities to replace the sections which are not relevant to the specific needs of their particular student body.

GENERAL INSTRUCTIONAL GUIDELINES

Suggestions for activities will be given for each instructional unit. Most units follow a similar format so the unit breakdown is therefore preceded by this general explanation of recommended approaches that have been shown to be effective in communicating the material. Instructions for each unit get gradually less extensive as the units progress. As teachers work through the course and become familiar with the style of the activities, the need for detailed instructions should hopefully be unnecessary.

CARTOON INTRODUCTIONS

Almost all of the units begin with a cartoon introduction. It is recommended that an overhead transparency be made of each cartoon page. The discussion that is initiated by the cartoon should be guided by the teacher to introduce the target concepts and objectives of the unit. Cartoon characters can be given names. Students should be encouraged to consider different interpretations of the events depicted in the cartoons.

TARGET VOCABULARY

The Real Jobs for Real for People course of study aims to help adult students gain access to some very western, employment-related, abstract concepts. Experiencing those concepts often involves encountering new vocabulary. This is not a vocabulary building course. Teaching students how to use the new vocabulary is only considered useful if it directly assists them in their efforts to prepare for, seek out and obtain employment. Vocabulary lists and test activities have been presented only because students appeared to respond better to the material contained in the entire course if it included a format which was easily identifiable by students as "academic style instruction". Feedback from students in the development stage of the course suggested that from their perspective, inclusion of vocabulary lists, vocabulary tests and grammar activities gave it an academic legitimacy they otherwise considered lacking. Teachers should not be concerned if students are not able to use all the vocabulary words correctly by the end of each unit. What is important is that students have ingested the concepts embodied in the unit.

Despite the fact that the target vocabulary is the second item in each unit, it is not recommended that the list is ever taught as an isolated exercise. In the best circumstances, and with vocabulary this complicated, it is unlikely that students will be able to understand, remember and use appropriately any more than 40% of each target vocabulary list. It is obviously best for students to encounter new vocabulary in context.

Many of the words represent new and unfamiliar concepts which make no sense at all if considered in isolation. Sometimes 2 pages of activities are devoted to establishing comprehension of one vocabulary word or concept, it would therefore not be fruitful to try and pre-teach the vocabulary list. Students generally like to have the vocabulary lists because, as they discover the meanings of words, they can write down definitions either in English or their own languages.

Integral to this course is the development of skills to handle new words. To look a word up in a dictionary is never the most effective way for an individual to learn a meaning. To encounter that word in a number of different, clear examples where the definition can be guessed from context, is much more meaningful. Students should be trained to read the whole sentence where a new word appears, plus the previous sentence and then the following sentence. The teacher can encourage students to guess the meaning of the word with prompts - **"What do you think it means?" "Do you think it means .....?" "Could it mean.....?"** The aim is to encourage students to feel comfortable with a partial idea of the meaning of the word, gleaned from the context. This enables them to move on with reading the text without breaking off to look for a definition in the dictionary. The vast majority of the target vocabulary list words appear at some point in the unit. Occasionally a word will be included that is not printed anywhere in the pages of the unit but which can be expected to come up in discussion of the unit's issues.

Fill in the blank exercises, spelling tests and multiple choice exercises to give further practice using the vocabulary items all seem to work well with this group of students but should be done toward the end of the unit when students have already encountered the words in context.

It is important for teachers to have realistic expectations about vocabulary, especially vocabulary as difficult as that which appears throughout this course.

Students will not start to use very many of the new words themselves, but they will at least be familiar with the ideas, recognize some of the words and be able to understand the meaning in context.

DEVELOPMENT OF SELF EXPRESSION SKILLS

Many of the activities in the course are designed to get students talking. Some instructions ask them to discuss their answers in pairs or in small groups. Often students are reluctant to do this and it takes a great deal of training to give them the required skills. The weakest link in students' ability chain is often their oral language skills and it is therefore very important to work hard at developing their discussion and self expression skills. These skills are directly linked to employability.

Some activities may involve language that makes completion of the assignment difficult. Teachers should encourage students to brainstorm together to clarify meanings before asking for help. It is for this reason that instructions are sometimes given to have students attempt an activity before reviewing difficult vocabulary items or phrases. Students also need to practice the skill of guessing the meaning from context. It may be a good idea to pre-group the class. Establish working groups that involve mixed ethnicities and divide students who typically chat together. If this involves students getting up and moving to another table every time there is a group activity, all the better. It keeps students awake and alert!

TEACHING ABSTRACT CONCEPTS

Many of these units involve the explanation of abstract concepts which can be difficult for individuals from other cultures to master. It is therefore advisable to make the issues as tangible as possible. This can be done in a number of different ways.

REALIA AND TEACHING BY ANALOGY

Abstract concepts can be made more accessible to students when represented within the context of an analogy which uses tangible items that are familiar to them. Many Southeast Asian cultures have strong traditions of story and

proverb telling which end with a lesson or a moral to be applied to the life of the listener. The same principle can be used to present difficult ideas which deal with values, strategies and approaches to employment preparation and advancement. Some of the activities in the course are already set up in this way, for example Unit 12 addresses the issue of Career Planning. The example of Mr Kem planning his route to school is used as a lead into understanding the strategies that Mr Kim utilizes to reach his career goals.

Other units are not set up with overt analogies written in. Teachers are encouraged to develop analogous situations with which students can relate to help demonstrate the relationships between career preparation objectives and the actions recommended to achieve them. Examples of the successful use of realia and teaching by analogy method employed by the author are given in certain units.

GRAMMAR

Most of the units have grammar sections included when the language used in the unit naturally focuses on a particular grammar point. As Southeast Asian students respond very well to the presentation of grammar exercises and seem to identify such activities as "real" ESL instruction, it is worth spending considerable time on these sections and perhaps supplementing with other related grammar material. This is not a grammar based course and as with target vocabulary lists, successful mastery and production of the grammar points that are covered should be considered secondary to the ultimate goal of effectively communicating the employment preparation concepts.

Each grammar exercise uses language which in turn reinforces the concepts being taught in the unit. If supplemental material is used, it is suggested that the sentences and examples chosen are written to cover the same subject area. For example - in the Job Market Unit, Supply and Demand is introduced in written form during a grammar exercise to practice manipulation of comparatives and superlatives. It's a "double hit," since what is being compared is the supply of workers/demand for jobs and the availability of job openings/demand for workers.

TECHNICAL SKILLS

Many entry level jobs require employees to have "technical skills" that are often not identified as such by the mainstream population because the skills are usually developed in the course of an individual's mainstream education. Many adult Southeast Asian refugees have not had the benefit of a U.S. mainstream education and therefore their ability to manipulate information from tables, charts and graphs, measure, quantify and record information may not be well developed.

Many of the units lend themselves to further use of linked material which will involve students in the practice of technical skills. Some teachers have reported pursuing lengthy math based tangents in the middle of a unit because the material naturally lent itself to investigation of information presentation and manipulation. Another teacher reported spending considerable time on basic work related skills such as drawing a straight line with a ruler, consistent, clean and neat presentation of homework assignments and efficient organization of course materials in a binder. This teacher required all students to turn in homework with specific details such as name and study unit recorded on the page in a uniform way. The purpose of this requirement was to prepare students for the presentation and attention to detail skills that some workplaces demand.

WORKPLACE SKILLS

Certain workplace skills are common to all places of employment. Examples include the need to be punctual, the ability to request permission appropriately for necessary, planned absences and the ability to work cooperatively with co-workers. It is therefore suggested that teachers try to create a workplace-like atmosphere in the classroom. If at all possible, establish a time-card system where arrival and departure times to class are recorded. After completion of Unit 5, **How Much Money Will I Really Make?** wages can be calculated on the basis of the time worked as recorded on the time card. Expect students to account for both planned and unplanned absences from class. Conduct a little research with local employers to find out what the standard practice on work absence is. Try to simulate the conditions that students are likely to encounter in the workplace. If possible, arrange the classroom into work stations which should be identified and referred to as such at all times. If activities call for

group work with one student taking the lead in reporting information back to the rest of the class, refer to that student in each group as the foreman and other students as co-workers.

Define at the beginning of the course, what you understand to constitute successful completion so that students have definite and well defined goals to aim for. For example, successful completion of the training course involves production of 95% of homework assignments (perhaps rename homework as "Work Project" to reflect a more work-related as opposed to study-related approach), 95% attendance rate, 95% punctuality record and a complete employment preparation portfolio.

EMPLOYMENT PREPARATION PORTFOLIO

As students go through the course they should produce certain items which are to be kept in an employment preparation portfolio which they will be able to refer to for assistance with their job search activities. The portfolio should include, at a minimum, the following items:

1. Self Affirmation Statement: I Have an Open Mind Because.....
2. This Is Who I Am.
3. These Are My Skills.

(Draft dialogues for "Walk In" and Phone Call job searches.)

4. Sample Application Form
5. "I Can" Resume.
6. Interview Preparation Checklist.
7. My Goals.
8. Certificate of Completion.

CRITICAL THINKING SKILLS

The course consciously aims to develop students' critical thinking skills. Some units call for activities which may at first appear to be unimportant to the overall objectives of the unit. The purpose of these activities may be to develop critical thinking skills in an employment related context and should therefore be given adequate attention. An example is the ranking activity in Unit 1. The last activity in this Unit involves filling out the crossword puzzle blanks and then ranking the items according to personal opinion as to what is considered most important to each individual student. Ranking and being able

to justify the order of preference are critical thinking skills that need to be explained and taught. Southeast Asian students appear to find it very challenging to defend an opinion with coherent examples and opportunities to practice such skills need to be created as often as possible. The concept of there being no right answer can be hard to comprehend and at times quite unnerving since it is easier and safer to accept and learn a given truth than to develop and be prepared to defend an opinion.

SUPPLEMENTAL INFORMATION

For certain units, supplemental information is supplied that gives details of sources for further information, contact names and addresses of good presenters on the unit topic or suggestions for further activities. For teachers outside the Fresno CA area, this information can be used as a model for further research.

1. THE JOB MARKET

UNIT OBJECTIVES

To help students understand that decisions they make about training and employment must include knowledge about the local job market.

To introduce the concept of planning for the future and linking events indirectly in order to achieve a final goal.

To establish the principle of supply and demand with regard to items that students are familiar with and then assist them to transfer the principle to the supply of workers and the demand for jobs.

To explain the concept of the unemployment rate.

To practice the critical thinking skills of expressing an opinion and supporting that opinion with examples.

Page 1: CARTOON INTRODUCTION

Use a transparency of this page on an overhead projector.
1. Ask leading questions to direct students' thinking. Start by giving the main character a name. **"This is Toua. What is Toua thinking about?"** Try to elicit something along the lines of "His future."
"Why is he thinking about his future?" Try to elicit - "He wants to get a good job, he wants to support his family, get off welfare, be a good role model to his children, be independent, be a successful Hmong American."
"What does Toua tell his teacher/counselor?" "He says he wants to be a doctor."
"Why do you think he wants to be a doctor?" "He wants to make a lot of money. He wants job security. He wants an interesting job, he wants to help people."
"What does his teacher tell him? Why?" There may be a variety of different answers - "his teacher thinks that refugees are not good enough to be doctors, his teacher is racist and thinks that refugees should only have badly paying jobs." Or "His teacher knows that it takes a long time to be a doctor in the United States, maybe it is too hard for him to study for a long time if he has a

family." It is important to point out that nobody is right or wrong and that everyone is entitled to their own opinions.

"Do you think he can be a doctor? Why/why not?" Try to elicit answers that include putting the individual into context - "It depends how big his family is, if he has any training from his own country, how old he is, if his wife works and can help support the family while he is studying."

What is the other job he is thinking about?" Why do you think he wants to be a policeman?" Is he being REALISTIC?" The introduction of the word realistic actually represents the introduction of several of the key objectives of the whole unit. We want to encourage the students to see themselves in context rather than isolation. Being realistic means thinking about how all the different influential factors fit together. This is a very culturally bound thought process which needs to be learned.

"Why does he start to think about being a barber or a painter?" Teachers may get a very mixed set of answers - "He wants an easier job, he is lazy, his teacher thinks that refugees should do dirty jobs." Lead students to consider the following - he is thinking of taking a job as a barber or painter because it is something that he can do now while he goes to school to get more qualifications.

"Do you think those are good jobs for him to think about? Why/Why not?" Try to get some kind of discussion going on this last question. There is usually a lot of disagreement in the classroom which can lead to lively debate.

Follow Up Writing Activity

Begin with the question, **"What do you think Toua decided to do?"**
Write, as if you are Toua, "I am planning to be a painter because....."

Introduce the Concept of the Job Market

Oral Exchange of Ideas: -
Compare the Job Market to a supermarket and your decision to go there because you are having a party. **"You are going to have a party"** - (brainstorm) **"Why?"** A new baby, a birthday, - this is to establish that there are many different reasons for having a party. **"When you plan a party, what do you do?"** - Write a shopping list, talk to your friends, family about what you need, want to have at the party, think about who you are going to invite,

what they like to eat and drink, how many people are coming, how much can you afford? **"What kind of supermarket will you go to?"** (brainstorm) - students will suggest different stores - ask them why they intend to go to that store, possible answers - the prices are good, I like the quality, that store has food from Asia. This is to establish that you need to find out which store sells the kind of food that you want, at the price you can afford. **"Why do you go to the Supermarket?"** To buy the things that you need with the money that you have. **"Would you go to a Greek store if you wanted to buy Asian food?"** Of course not. **"If you wanted to buy fresh vegetables and you knew that the store only sold them very early in the morning, would you go in the afternoon?"**
Of course not. **If you wanted to make a very special dish that needed special and hard to find ingredients, would you go to one store and then give up? Would you find out in advance which store stocks that item? Would you go to many stores until you found what you were looking for?** By asking these questions you are setting up parallel analogies that you can refer back to when you transfer to consideration of the job market. The concept of a job market with a supply and demand relationship is very alien to many students form Southeast Asian cultures. The concept of shopping and planning for a party is very familiar. It can be very effective to present a situation that students are familiar with and then ask them to transfer the ideas to a new environment. In this way they have already understood the basic principles before they are asked to manipulate terms they were previously unfamiliar with.

Draw out comparison to the Job Market with parallel questions -

"Why do you go to the Job market? What do you need to know before you go to the local job market?" - You need to find out information about the local job market before you go shopping for a job. Don't bother looking for a farming job in New York City..... If you want to be an auto mechanic, find out what the unemployment rate for auto mechanics is in the town where you intend to look for a job. **"Why do you go to the Job Market?"** To find a job that you can do that is appropriate for your skill, ability and experience level. **"If you wanted a job as a production worker and you knew that the company only accepted applications on Mondays, would you turn one in on Tuesday?"** Of course not. **"If you are serious about you job search, would you go to one place and ask for a job and then give up? Would you go to many different companies to look for a job? Would you find out in**

advance which companies had jobs that you are interested in and which jobs you are qualified to do?" This may be a good opportunity to introduce the ideas of supply and demand for jobs in certain locations. Ask students if any of them are thinking about looking for work in other Counties or States and ask why. Many students know that other states have more job opportunities and their understanding of this fact can be used to demonstrate how the supply of workers has to respond to the demands of the job market.

Page 3: TARGET VOCABULARY

Introduce students to the target vocabulary list with the short paragraph which precedes the list. Discourage students from immediately looking up the words in their dictionaries and assure them that you will be working on understanding the meaning of the words throughout the unit. Remind students that there will be a test activity at the end of the unit.

Page 4-7: SUPPLY AND DEMAND - Grammar Practice and Review

Before tackling the Supply and Demand section of the Job Market Unit, conduct a "real life" activity in class. For example; take a bag of rice and a piece of cheese into the classroom.
"How many people like rice?" Write up the answer on the board.
"How many people like cheese?" Write up the answer on the board.
"How many people <u>want</u> the rice/cheese?" Write up the answer. Then introduce the words "demand" and "competition." **"Is the demand for rice/cheese high or low?" "Is the competition for rice/cheese high or low?"** Put imaginary prices on the items to see what that does to the real demand in the class. If the rice becomes very expensive, does the demand go down? Perhaps it doesn't because people feel they need to have rice no matter how expensive it is. If the cheese becomes very cheap does the demand go up? What does a change in price do to the competition? Cheese is chosen as one item because a lot of Southeast Asians do not like cheese very much, it may also be useful to try a different example with two items that the majority of students like. As the seller, can I charge a high price if demand for my product is low? It is usually possible to demonstrate this in class by asking someone how much they would pay for this chocolate cake? Then ask if anyone else wants it, how much would they pay for it? It will obviously sell to the person

who will pay the most.

It is suggested that during this initial activity, books should remain closed until all the ideas have been introduced and manipulated orally using tangible objects to demonstrate the point. Only when the teacher is sure that the majority of students have understood the concepts, should the class transfer to the written examples in the comparatives and superlatives grammar activity, pages 4-6 and the review activity on page 7.

Ask students to work through the grammar activity on pages 4-6 in pairs. Give a set period of time for completion of the exercise. When the time is up, review the entire activity using overhead transparencies of the pages. Pay particular attention to the sections which state, "**If the demand for apples.....**" on page 4 and, "**If the demand for workers.....**" on page 5. After reading these sections several times, ask why questions of particular students to ensure that concepts have been comprehended. Refer back to the model established in class with food items and recall what happened to students' inclination to purchase certain items when you raised or lowered the price.

Page 7 can be done as a group activity or as a whole class exercise. It is important to encourage students to explain why certain reactions will take place. An over-abundant supply of apples or workers will result in falling prices/wages - this is the reaction - but why does it take place? It is not important that students be able to formulate grammatically correct, written responses to these questions. It is important that they be able to explain, orally, the relationships that are occurring between supply and demand. For this reason this activity can be very effective if done as an oral question and answer session between teacher and whole class with the teacher writing up answers to the questions on an overhead transparency.

Pages 8-9: UNEMPLOYMENT

This section requires students to read information from a graph that shows unemployment rates for Fresno County, California and the U.S. To do this students must be able to understand the concepts of percentages, horizontal and vertical information combined to give a "2 dimensional" fact. These are skills that need to be pre-taught. It is suggested that an introductory exercise be conducted to introduce students to the concepts they will have to manipulate.

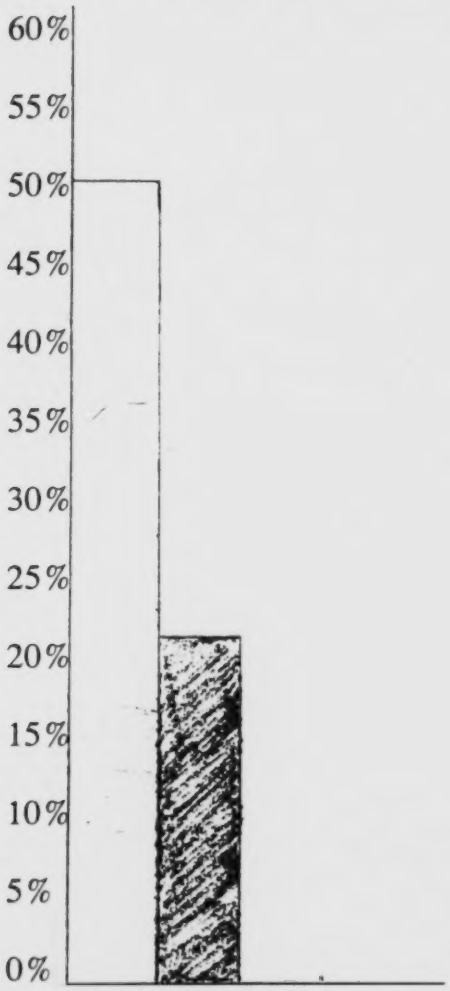
Step 1. Create a graph using information about the class and their likes and dislikes of cheese, rice and other food commodities. The horizontal axis could show various food items and the vertical axis could show the percentage of people in the class who like that food. This could be a simple bar graph since there is no need to show a percentage increase or decrease over time as there is with the unemployment rate. It is suggested that the teacher draws the graph on the board or an overhead projector and builds the information with explanations as to its presentation. The concept of a percentage should be included in the explanation.

For example:

How many people are there in the class? 28
How many people like chocolate? 14
What percentage of the class likes chocolate? $\frac{14}{28} \times \frac{100}{1} = \frac{1400}{28}$

$1400 \div 28 = 50\%$
How many people are there in the class? 28
How many people like cheese? 6
What percentage of the class likes cheese? $\frac{6}{28} \times \frac{100}{1} = \frac{600}{28}$

$600 \div 28 = 21.42\%$



Step 2. After demonstrating how information can be presented in bar-graph form, move on to a more fluid presentation of information which shows how demand for cheese, chocolate or rice increases in proportion to a lowering of the price.

If cheese cost $1.00 for 1lb, how many people would buy it?
What percentage of the class would buy cheese at $1.00 for 1lb?
What percentage of the class would buy cheese at 75 cents for 1lb?
What percentage of the class would buy cheese at 50 cents for 1lb? etc. etc.

The horizontal axis would show price of cheese and the vertical axis would show percentage increase in demand.

If possible, team up with two other classes, or make three different groups within the class so that the percentage increase in demand can be compared. Figures can then be plotted on the same graph to construct a comparative model showing the difference between three different entities. In the case of the unemployment graph, Fresno County, California and the U.S. In the case of the cheese demand/price graph, Class/Group A, Class/Group B and Class/Group C.

Once students have manipulated information that refers to tangible objects with which they can relate, and their own preference for or dislike of those objects, the transfer to the Unemployment Rate should be smooth. Pages 8 and 9 should now be accessible to students. Ask students to answer the questions working in pairs or small groups and then review as a whole class with emphasis on the ability to explain relationships. Check for comprehension with leading questions; **"What does 6% unemployment mean?"** Brainstorm for communicative oral answers to these questions.

Page 10: COMPANIES IN FRESNO

Initiate further discussion on other issues which can affect the unemployment rate - weather conditions, companies going bust, natural disasters etc. Draw the discussion specifically to Fresno and use page 10 as a reference to talk about the issues specific to this area which can affect the job market. Research through EDD other companies which are now doing well or are projected to come to the area in the near future.

Pages 11-13: The Land of Opportunity - CROSSWORD PUZZLE

The course consciously aims to develop students' critical thinking skills. The last activity in this Unit involves filling out the crossword puzzle blanks and then ranking the items according to personal opinion as to what is considered most important to each individual student. Ranking and being able to justify the order of preference are critical thinking skills that need to be explained and taught. Students can be led with questions such as, **"Which one do you think is the most important thing for getting a job?" "Why is that the most important thing for you?" "Does your neighbor think the same thing? Why does he disagree?" Would you change your mind?"** Lists can be

written on the board to demonstrate how many students have ranked the same items in first place etc. This could also provide an opportunity to do a review activity and make a graph of the information. Have the items listed along the horizontal axis, and the percentage of people in the class putting that item in first place up the vertical axis. This activity can also be used to review comparative and superlatives. **"Self confidence is the most important thing for 83% of the class." "Interview skills are more important than determination for most of the class."**

Pages 14-15 TEST YOUR VOCABULARY

Test your Vocabulary items appear at the end of each unit. They can be handled in a number of different ways. Depending on the personality of the class, the tests can be administered as a timed, silent activity, with scores recorded each week on a chart. They can also be done informally, in pairs or cooperative work groups or as homework (work project) assignments with class review the following day.

SUPPLEMENTAL INFORMATION

If possible, it is recommended that teachers arrange for a presentation to be given by a local job developer as part of this unit. A realistic overview can then be given of the job market aspects of assisting people to find employment. Specific and up to date information on the kind of companies that are currently hiring can be given and students can also be introduced to some of the ideas they will meet in the Employer Expectations unit. It is important for students to hear from someone who places individuals with similar kinds of experience and education.

An important issue which emerged from such a presentation related to Manufacturing companies now using Employment Agencies to recruit workers. To register with an Employment Agency, clients must read and demonstrate that they have understood a safety manual by completing a safety test. They are then required to take a basic skills test which involves some mathematics and a lot of transfer of information skills with correct answers which require great attention to detail. It would certainly be worth spending time practicing the test taking skills required of this kind of basic skills assessment. The Job Developer illustrated that the questions were not particularly difficult, but rather

required careful reading before answering.

Other issues of importance that were covered in presentations include:
-Motivation counts for much, much more in a successful job search than experience or qualifications.
-Temporary and employment agencies have dress codes and workers must be prepared to show up dressed and ready for work at very short notice. It is important to find out exactly what kind of clothes are required and prepare them in advance. The people who say, "I'm ready to work right now" both with their clothes and their attitude are the ones who will find a job first.
-The staff at temp agencies are usually happy to answer questions on the safety rules packet that is given to all registrants. The rules are often technical and hard to understand. You should not be afraid to ask - being prepared to ask is seen as a strength not a weakness.
- There is no time limit for the basic skills test and workers must fill it out in the agency, they are not allowed to take it home.
- Workers should call all the agencies they have registered with every morning between 7:00am and 7:30am for 2-3 weeks or until they have found a job that works for them. Never say No! Take whatever you can get and keep calling until you find something that suits you. Remember that many production companies hire staff on a temporary basis and then transfer them to full-time status when they have proved that they are good, reliable workers.
-It is a very good idea to register with EDD Intensive Services Department. This is a specialized service available to welfare recipients and the long term unemployed.
-The following manufacturing companies in Fresno County have production and assembly line jobs, plus some packaging and warehousing positions: Grundfos, Wade Manufacturing, Dantel, Pelco.

CONCEPT REVIEW ACTIVITIES

To reinforce the fact that workers must keep their options open, should register with many different agencies and organizations and must never stop looking, even if they have a job already:

Make 8 signs on pieces of card that all say "Employment Agency" and can be stood up on a desk or table. The signs should be written in different ways, perhaps one is hand written, another is in fluorescent green, another in large

computer written typeface and so on. Select 8 edible items of varying degrees of desirability, perhaps an apple, a small candy, a cake, a bag of rice, a potato and so on. Put a small label on each item that says "Job". In class, ask two of the highest level students to leave the class. Then explain to the remaining students that 8 of them are going to be employment agencies. Put the signs on their desks and to each of them give one of the job items to place out of sight behind their backs. Tell them that if one of the students waiting outside the door asks them for a job, they should give him/her the "job" food item. Invite the 2 students back in to the class and tell the one who walked in first to go to an employment agency to ask for a job. When the student has asked for and been given a job item, ask leading but not obvious questions. **Are you happy with that job? Are you satisfied? Do you want to sit down?** Perhaps the student has selected the "cake job", in which case he/she may be very happy and ready to sit down. If this happens, you may want to ask further questions, **Are you sure you're satisfied?** Perhaps the student will get the potato in which case she/he will hopefully ask if she/he can go to another employment agency. The answer is, of course, Yes.

With leading questions the teacher encourages the students to explore all the options. How can you say that you are satisfied with your job item unless you know what your choices are? The most sensible thing to do would be to visit all the employment agencies and find out what each of them has to offer before making a choice. You may also want to encourage the student to take what he/she is first offered but to continue investigating what the other students' employment agencies have behind their backs so that he/she could change later on if something more desirable is discovered.

Another point to make is that the student who came through the door first had the most choice and could take the best job item (assuming that they sensibly explored all the options), the second student has less choice because he/she came later.

At the end of this activity, draw out the analogy - register with many different organizations and agencies. Don't be satisfied with the first job you are offered, keep investigating further to find out if there is something better. Take whatever you can get and keep looking for something better. The earlier you call or get to an agency the more chance you will have of getting a job and of having the most choice between jobs.

To reinforce comprehension of some vocabulary items (This activity could be done with any list of words but the attached activity was generated from the presentation given by a Job Developer).

Give half the class vocabulary words and half the class definition cards. Instruct them to get up, compare cards and find their partner. When they have matched a word with a definition, the partnership must then complete the definition by giving an example. The same activity could be done by two classes consecutively with one class having words and one class having definitions. This means that students really have to get up and move around. The following words are included in the activity:

Motivation Reference Reliable Shift Rotate
Horseplay (in connection with safety on the job)
Inclusively
Exclusively
Pay attention to detail

MOTIVATION

REFERENCE

RELIABLE

SHIFT

ROTATE

HORSEPLAY

INCLUSIVELY

EXCLUSIVELY

PAY ATTENTION TO DETAIL

-THIS IS WHEN YOU HAVE A STRONG FEELING THAT YOU WANT TO DO SOMETHING, FOR EXAMPLE SOMEONE WHO HAS STRONG _____ TO GET A JOB WILL .....

-THIS IS SOMEONE WHO KNOWS YOU WELL AND CAN TELL A FUTURE EMPLOYER GOOD THINGS ABOUT YOU. AN EXAMPLE OF THE KIND OF PERSON WHO MAKES A GOOD _____ IS .....

-A _____ EMPLOYEE COMES TO WORK EVERYDAY, ON TIME. AN EXAMPLE OF A _____ STUDENT IS ONE WHO .....

-A _____ IS THE PART OF THE DAY THAT YOU WORK. THERE ARE USUALLY THREE _____. THE FIRST _____ USUALLY STARTS AT _____.
THE SECOND _____ USUALLY ENDS AT _____. THE THIRD _____ USUALLY ENDS AT _____.

-IN SOME PRODUCTION COMPANIES, EMPLOYEES HAVE TO _____ THEIR SHIFTS. FOR EXAMPLE, IN NISHINBO COMPANY IN FRESNO, EMPLOYEES WORK ON THE DAY SHIFT FOR SIX WEEKS AND THEN THEY _____ TO WORK ON THE SECOND SHIFT FOR _____ WEEKS AND THEN .....

-IT IS DANGEROUS IF YOU DO THIS AT WORK IT COULD CAUSE AN ACCIDENT IF YOU AND OTHER EMPLOYEES PARTICIPATE IN A LOT OF _____. AN EXAMPLE OF _____ IS .....

-THIS MEANS THAT YOU MUST COUNT ALL THE NUMBERS, INCLUDING THE NUMBERS GIVEN AS THE TOP AND BOTTOM OF THE RANGE. FOR EXAMPLE, FROM 24 TO 28 _____, MEANS 24, 25, 26, 27 AND 28.

-THIS MEANS THAT YOU MUST COUNT ALL THE NUMBERS INSIDE THE NUMBERS GIVEN AS THE RANGE. FOR EXAMPLE, FROM 22 TO 29 _____, MEANS 23, 24, 25, 26, 27 AND 28.

-THIS MEANS LOOK VERY, VERY CAREFULLY AT THE QUESTION OR THE INFORMATION. THERE MAY BE VERY SMALL THINGS THAT YOU DO NOT NOTICE THE FIRST TIME YOU READ THE QUESTION. IF YOU _____ _____ ___ _____, YOU WILL NOT MAKE MISTAKES ON A BASIC SKILLS TEST.

2. EMPLOYER EXPECTATIONS

UNIT OBJECTIVES

To help students understand that employers in the United States have strong and definite expectations of their employees' work performance.

To initiate discussion about some of the cultural differences which result in different kinds of expectations, for example active working life is longer in the United States than in many Southeast Asian countries.

To remind students that employers can raise their expectations of their employees in proportion to the unemployment rate. When jobs are scarce, employers can demand much higher qualifications and performance on the job.

To give students an understanding of the concept of "work ethic" as seen from a western cultural perspective. This concept is the basis on which our whole welfare system is based and integral to it is the idea of the respect earned by working to support your own family as opposed to relying on public assistance. While also valuing hard work, Southeast Asian cultures don't necessarily identify employment with honor in the same way.
(Connected is the fact that extended periods of time in a refugee camp promotes a survival mentality which colors the decision making process during the acculturation period. Welfare reliance can represent a responsible decision made by an individual who is trying to choose the most secure option for his family).

To encourage students to develop self assessment skills and to develop the ability to assess themselves critically and realistically in terms of their employability in this society.

Page 17: CARTOON INTRODUCTION

Use a transparency of this page on an overhead projector .
1. Ask leading questions to direct students' thinking: **This is Pao. Where is he? What is he doing? Who is he shaking hands with? When does he start work? What day? What time? How do you think he feels about the fact that his boss will be a woman? Is nine o'clock the usual time to start work at a factory? What shift do you think he will be working? What do you think he will do on the first day?**
Most employees have an orientation or some kind of training, particularly with regard to safety on their first day of work. This picture provides a good opportunity to talk about handshakes and also the fact that it is very likely in the United States that you will work for someone who is younger than you or a different sex. Try to find out how students feel about this. Often they will say that it is not a problem but when encouraged to share further, many students have anecdotes about friends or relatives who did not appreciate the "impoliteness" of a younger or female supervisor (if the student is male). This could also be a good opportunity to explore some other, related issues.
How would you feel if your supervisor was African American?"
Many Southeast Asians feel very uncomfortable about working with African Americans, either as co-workers or as supervisors and, if at all possible, this is the time to initiate discussion of relationships that could be described as discriminatory. Just as a Lao or Hmong individual would not like to be considered undesirable as a co-worker simply because they are Lao or Hmong, it is equally unfair to pass judgement on African Americans etc. These are very difficult but real issues that have occurred frequently in the work place and need to be addressed. This picture also offers the opportunity to review information on shifts, whether there are 2 or 3, whether workers rotate their shifts, whether beginning workers start on the graveyard shift and then get to choose, etc. etc.

2. **What time does Pao get to work on Monday? Is this very late or just a little bit late? What is Pao holding in his hand? What must he do with it? If his boss is not there when he walks in, how will she know that he was late? What is Pao wearing? Is this appropriate?**
It is interesting to see how many of the class think that half an hour is very late, not so late etc. etc. This is a chance to talk about time cards and punching in and out. The fact that Pao is wearing a T-shirt is not necessarily

inappropriate. If he is working in a factory where it is hot, it may be sensible to wear a t-shirt. Remind students that they should ask the person who hires them if there is anything special that they need to wear or bring on the first day of work. **Does Pao know that he is late? How does he feel? Do you think he knows what could happen to him?**

3. **What time does Pao get to work on Tuesday? Is this very late or not so late? What does his boss say to him? Why do you think she was waiting for him? Why does Pao smile when she shouts at him? How do you think the boss feels when he smiles at her? Does Pao say anything to her? What do you think he should say?**
His boss is probably waiting for him because she saw on his time card that he was half an hour late on his first day of work. Pao's reaction to his boss' anger is a very typical, non-confrontational Southeast Asian reaction. Smiling can mean embarrassment, it can mean apology or discomfort. Unless she understands this, it is probably likely to make his boss feel even angrier as she will interpret it as her employee not taking her seriously or thinking that the situation is funny. This is a good time to talk about different cultural messages and expectations.
How does his boss expect Pao to react?
Discuss what happens when people do not do or give you what you expect.

4. **What time does Pao arrive at work on Wednesday? Is this very late or not so late? What does his boss say? Do you think that she is right? Why does she fire him? Do you think that it is easy for her to find another worker? Do you think that it is easy for Pao to find another job? How does Pao feel about being fired? Do you think he is surprised? Did he expect to be fired? Did his boss expect him to be late again? Do you think she is surprised? What do you think she feels about Pao's attitude?**
Some students may feel that the supervisor is being too strict and that she should give him another chance. This is an opportunity to review the concept of **an employers' market.** When unemployment is high, employers have the pick of the market and they don't have to give workers any chance because they know there are many more people who want to work and who have good attitudes and motivation. It is foolish to throw away the chance of a good job through something like being late. Reinforce the fact that in the United States, time is money and punctuality is considered very important.

Introduce the Concept of an Expectation

"What is an expectation?" - brainstorm with the class to see if anyone can give you a definition. Illustrate what an expectation is. Prepare a series of small boxes, some with labels, some without. Put the boxes on the table so that the whole class can see them. Ask a student to come to the front of the class. Ask him/her, **What do you think is in this box?** Point to one of the boxes that has a label showing its contents. Hopefully the student will identify the contents and name them. Ask the class - **Are his expectations realistic? Why does he think there is ..... in the box?** Establish the fact that he has good information on which to base his expectations and that they are realistic. Open the box to indicate that he was right. Ask another student to come to the front and ask them what they think is in one more of the boxes. Point to a box that has been wrapped to look like a gift. Ask the student - **What do you think is in the box?** Hopefully you will get some creativeand appropriate answers. Ask the class - **Are his expectations realistic? Why does he think there is ..... in the box?** Tell the student to open the box and join in the laughter when he discovers that it is a potato! Reflect with the class that expectations can sometimes be wrong. Sometimes we experience things that we do not expect. Discuss how we develop expectations and why. We use information around us and our past experience. Ask a student to come to the front, point to a box with no writing or wrapping or clues as to its contents. Ask -**What do you think is in this box?** The contents could turn out to be nice (chocolate) or boring or useless. The point to communicate is that sometimes we don't know what to expect.

Transfer these ideas to the job market and discuss how and why employers expect certain things from their employees. At the end of the discussion, ask the class again **What is an expectation?** Perhaps ask them to write a short definition with an example as a timed activity, 3-5 minutes.

Page 19: TARGET VOCABULARY

Present as in Unit 1.

Page 20: A GOOD WORK ETHIC

In order to understand this concept, students must also understand a number of quite complex vocabulary words. The text and multiple choice activity can be reinforced in different ways. A cloze activity is a simple way to quickly test for general comprehension and also gives you the opportunity of reviewing the skill of using the context to help find or understand the meaning of a word. Read the passage, either to the class, or invite students to read paragraphs aloud to others and then ask the students to work in pairs to complete the multiple choice activity before you have given any added clarification or explanation on vocabulary words or concepts. Give the students a time limit, perhaps ten-twenty minutes. Instruct students to work together in their partnerships and help each other. They should discuss the answers in English. Review the answers as a class activity, finding out if everyone agrees on each answer. If there is disagreement, ask students to give an example of how to use the word until everyone can agree on the correct definition. When this is completed, ask students to close their books and distribute the cloze activity which follows. The text is identical to the passage on page 20 but with the paragraphs arranged in a different order.

Follow-Up Writing Activity - Homework (Work Project) Assignment

Write two paragraphs: A person who has a good work ethic is someone who.....

A person who has a bad work ethic is someone who.....

A Good Work Ethic

Your _____ _____ is the way you feel about your job. Do you want to work hard? Do you believe that it is important to work hard even if you do not like the job very much? Can your employer trust you?

In the United States employers like people who try hard, even when it is very difficult. Employers do not like to hear _____. They want people to be _____. They want employees who will ask questions when they do not understand. The most successful people in the United States are the people who look for _____ to problems. They are willing to make a big effort to overcome _____ in their lives which can stop them from doing a good job.

Many _____ are done to find out what employers are looking for when they hire a new employee. Most employers say that they are looking for someone who has a strong _____ _____. This is the most important idea you must understand when you look for a job in the United States.

SOLUTION	WORK ETHIC	DIFFICULTIES
SURVEY	RELIABLE	EXCUSE

Page 22: Do You Know What Employers Expect From You?

Ask students to do this as a timed activity on their own with no initial consultation with neighbors. The instruction at the foot of the page asks students to get into groups of four to compare answers. This is the time for discussion of meaning. If members of the group disagree about the true/false answer, it may be because some have misunderstood the statement. Students should discuss together exactly what the statements mean and then see if they can agree on an answer. Give them a time limit and then review together as a class. Ask individual students to answer questions in turn. This is an opportunity to practice the **critical thinking skill** of justifying your opinion. Ask each student to explain why they think the statement is true or false. Encourage students to give an example and lead them with further prompts - **Why is it better to ask questions than to make mistakes?**

You may want to clarify the difference between a question and a statement. Ask students to make questions out of the statements. For example: It is better to ask questions than to make mistakes. - becomes - Is it better to ask questions than to make mistakes? Some of the statements can be made into questions in a number of different ways and students usually enjoy doing this as a class activity as you write on a transparency on an overhead projector. It could also be done individually or in pairs or as a homework (work project) assignment.

Page 23: What Employers Look For

This activity is typically very difficult for Southeast Asian students for whom self analysis does not come easily. It is generally useful to get students comfortable with the concepts before asking them to score themselves. A good way of doing this is to brainstorm as a class some sentence examples that illustrate the meanings of the words and phrases. You can make this into a short story about a particular individual by giving the class the first sentence or two.

Introduce the character -**Keomany:** Then write on an overhead projector a sentence about Keomany that uses the first word in the list. Make the

sentence very clear so that the meaning of the word is evident. For example - **The first time I saw Keomany her neat and clean clothes gave me a very good first impression.** Ask the students to look at the next word on the list and then ask them to make up a sentence using that word (correctly). As you get different suggestions ask the class to come up with a consensus on the best sentence. Prompt them with questions - **Does this sentence work? Does it explain the word clearly?** Amend the sentence until it is clear. Continue like this until all the words have been used and you have a short passage about Keomany written up on the overhead projector that all students have participated in writing. As this is happening you will have an opportunity to clarify and further explain some of the words that seem confusing.

At the end of this activity ask the students to follow the instruction in the book and rate themselves. Listing things to be done to improve is very difficult and you may want to divide the students into groups again and have them come up with collective approaches to improving the specific items that frequently had low scores. You could also make a transparency of the page and brainstorm as a class for different tactics to improve the various different areas.

This activity could also involve some math and concept review from Unit 1. Ask how many people scored in a particular range, perhaps 1 - 5 inclusively for question 1(First Impression)? How many people are there in the class? What percentage of the class scored between 1 -5 inclusively? Etc. etc.

Pages 24 - 25: GRAMMAR PRACTICE -Adjectives from Nouns

Though presented as a grammar review activity, this is really an opportunity for students to handle and get comfortable with some of the language that is used to describe employer expectations. The activity could certainly be extended to give more comprehensive practice in manipulating nouns and adjectives but teachers should not be overly concerned with the grammar agenda. Given the lists that are provided for students at the end of page 25, they should have no difficulty in filling out the blanks correctly. Teachers may want to encourage students to say the sentences aloud to develop the sense of "what sounds right" in a sentence.

Page 26: TEST YOUR VOCABULARY

As in Unit 1.

Page 28: EMPLOYER EXPECTATIONS - LETTERS

These are real letters written by Southeast Asian refugees who have been through the training program in Thailand or the Philippines and who wrote back to their teachers about their experiences in the United States. Some of the letters in other chapters lend themselves to creative activities but these letters are probably best used to initiate a cultural comparison discussion. Read or have a student read a letter and then follow with questions.

For example - for the first letter, People usually work 8 hours a day. **What is it like in the country you came form? Do you always have to be on time? Do you agree that being on time is showing that you are polite and responsible? What is the usual length of the work day in the country you came from? Do you get more than 10-15 minutes to rest? Why does the writer say "every minute is money"?**

Follow Up Writing Activity (Timed or as a homework (work project) assignment)

Write a letter to someone in another country to explain a little about employer expectations in the United States.

3. ATTITUDE

UNIT OBJECTIVES:

To establish the link between a good work attitude and a good work ethic.

To empower students with a sense of their ability to affect the course of their own lives.

To encourage an active approach to problem solving, even in the face of very adverse conditions, such as an unfair or discriminatory employer.

To present an alternative, proactive approach to life planning.
(Many students have become demoralized by the "control" they perceive the welfare system to be wielding over their lives and they give up trying to exert any significant influence over their own future. This is often reinforced by a more fatalistic outlook that many Southeast Asian cultures manifest, coupled with the demoralization and stagnation of initiative that can occur after years of internment or refugee camp existence).

To illustrate the importance of demonstrating a good work attitude in ways that U.S. employers will interpret correctly. For example, a strong handshake, looking the employer in the eye and not saying negative things about yourself.

Page 29: CARTOON INTRODUCTION

1. Ask leading questions to direct students' thinking:
"What is happening in the picture? Who is the boss/supervisor? Who is the worker? How do you know? What is he doing? What is she doing? What is the problem? Is he very late or just a little late? Is the supervisor being polite or impolite? Why is she pointing at him?" The purpose of these questions is to make students think about the balance between an employer and an employee. It is true that the employee is very late, but the way the supervisor reacts is not very appropriate. She does not ask why he is late and uses very inappropriate body language - especially for Southeast Asian cultures, but even in the United States it is not considered appropriate for a

supervisor to shout at an employee and point at him in such a situation. Ask: **"Who has the bad attitude? Why?"** Try to help the students understand that we could say that both supervisor and employee have bad attitudes. An employee who is not serious about his work and does not make the effort to come on time does not have a good attitude. It is possible that he had a very good reason for being late on that particular day - perhaps he called and told another supervisor that he was going to be late - it is possible that he had a good attitude. An employer who does not treat his or her staff with respect does not have a good attitude and will probably have a hard time finding and keeping good employees.

2. **"What does the supervisor say to the worker? What does the worker hear his supervisor say? What does the worker say to his supervisor? Do you think he has a good attitude? Do you think she has a good attitude? Why? Do you think he wants to work hard? How many pens did the worker bring his supervisor? What does she say? Do you think this is a big mistake or a small mistake? Did the worker know that he was making a mistake? What does the supervisor think? How does the worker feel when his supervisor shouts at him? How should he react?"** Use this picture as an opportunity to discuss the difference between an honest mistake and a bad attitude at work. Being lazy, leaving early, coming late, not cleaning up or doing you fair share = a bad attitude. Trying hard but making a mistake because you did not understand or misheard an instruction are not signs of a bad attitude. **What should you do if you are not sure whether you heard an instruction clearly? If English is your second language, what should you do when your employer gives you directions? What will your employer think if you ask him or her to repeat an instruction? Is this the sign of a good or a bad attitude?**

3/4. **"What is the supervisor saying to the worker? Why? What is she doing as she speaks to him? How does the worker feel? Do you think he did anything wrong? What does he decide to do? Do you think this is a good decision? What would you do if you had a supervisor like this? Do you think that this worker has a good attitude or a bad attitude? Do you think that the supervisor has a good attitude or a bad attitude?"** Interpretations will differ according to how the missing details of the story are imagined. Each interpretation is as valid as the explanation that is given to support it. Encourage the students to exercise the **critical thinking skill of justifying their opinion**. These pictures can be used as an opportunity to

discuss what you can do if you find yourself in this kind of work situation. If your immediate supervisor is picking on you, what are the options open to you? In reality it is often very difficult to do anything since the word of the supervisor may be listened to over that of the worker, but it is useful to reinforce the ideas of reasonable behavior and mutual responsibility. The need to have a good attitude at work applies just as much to employers as it does to employees. The important issue to emphasize is that the worker should explore other options before quitting.

Page 31: TARGET VOCABULARY

Present as in Unit 1.

Pages 32-33: OPEN OR CLOSED MIND?

Relate as much of this page as possible to the situation that the cartoon character found himself in. Define the problem in terms that most of the class can agree with. You have probably all agreed that the supervisor is unreasonable in her behavior to the worker, even if the quality of his work is not high. Some students may feel strongly that the worker was badly mistreated and that he was justified in his decision to quit. Emphasize the fact that different interpretations are all equally valid since we don't know exactly what happened, but students must be able to exercise the **critical thinking skill of justifying their opinion.**

Help the students to understand that the worker's actions could represent a bad attitude since he did not try anything else before he made his hot headed decision to quit. Discuss what other options he has - perhaps talking to his supervisor's superior, trying to find a solution to the problem before giving up totally on the situation. Ask if the statements on the "Closed mind" page are the kinds of things that the worker would say, do they show that he approached his problem situation with a closed mind? The majority of students will agree that they do.

Ask the students to transform the negative statements into positive statements and examples of an open minded attitude. Model the examples for the class and brainstorm on other ways of saying a similar, positive thing. Emphasize that there is no single correct way of making a positive statement, the important

thing is to show that you are willing to tackle the problem in a pro-active way. Divide the class into groups of four and have them work on the assignment together with a time limit, perhaps 15 minutes. Have the groups report back in turn and write up their positive statements on an overhead transparency of the "open mind" page. If students read sentences that are grammatically incorrect but communicate a good positive message, repeat their sentence back to them with the error corrected and write up the correct version on the overhead but do not draw attention to the structural issue. The most important thing in this activity is to affirm the students' efforts to create positive, open minded statements. Give lots of positive feedback for sentences that convey the right feeling. Students need to feel good about making these kinds of statements and focusing on a positive approach. Ask as many students as possible to volunteer examples of positive statements as parallels to the negative statements.

At the end of the activity, ask students to choose the ten statements they feel most strongly about. These should be written up by each student on a fresh copy of page 33. This will be item 1 in their **Employment Preparation Portfolio** and is best produced on a piece of card and then laminated if possible. Remind students to revisit these statements as they go through their Job Search activities. They are intended to be a reminder of the approach that is most likely to result in success.

Pages 34-36: ATTITUDE! Skits and Questions for Discussion

Divide the class into 3 groups. Each group will present one of the skits. Give the groups a preparation time limit. Perhaps write up a task list on the board:
- Choose a group leader or skit director,
- choose 2 actors,
- choose someone to give an introduction and explain the situation,
- discuss the directions,
- make visual aids that will help others to understand the action,
- practice the skit.

Encourage each group to talk about the instructions included in each skit. For example, in the first skit Her Xiong is directed to speak in a quiet voice while looking at the floor. Discuss why he does this, what this body language communicates to the supervisor, whether it is an indication of a bad attitude or something else, who has the responsibility to understand and change.

The performing group should be ready to answer questions from the rest of the class about the skit so they should decide what they think about what happens and be ready to explain their opinion.

The teacher should monitor during the preparation time and give input where necessary. After the preparation time, ask a group to volunteer to perform their skit. It is ideal if they have been able to memorize their lines but the activity will still work if the parts are read. After the performance, ask the other students if they have any questions they would like to ask the performing group. If none are forthcoming, initiate class discussion by asking the discussion questions in the book. Ask the performing group to stay at the front of the class and encourage them to take the lead in answering the questions. Use question 5 from each skit as an open brainstorming question to the whole class and try to develop some model responses that everyone agrees are appropriate.

Repeat the activity for the second and third skits.

Page 37: Grammar Practice! Present and Past Participles

The key to presenting this grammar point is to differentiate between the feeling and what caused the subject of the sentence to feel that way. The page begins with a series of questions - these are really all the students need to understand how to use both the past and present participles correctly. Exchanging one for the other is a very common error that many non-native English speakers make, "I am very interesting in this job," is an extremely typical mistake.

The example sentences at the beginning of the exercise can be used to model the technique to identify which form, present or past participle, should be used. Direct students to ask themselves the questions about each example. For the first set: "The job is boring. I am bored with the job." Ask the questions - **How do you feel?** I feel bored. **What made you feel that way?** The job. **Why does it make you feel that way?** Because it's boring.
For the second set: "The job is interesting. He is interested in this job." Ask the questions - **How does he feel?** He feels interested. **What made him feel that way?** The job. **Why does it make him feel that way?** Because it is interesting.

The goal is to model correct use of past and present participles and have students induce the rules without too much explanatory "baggage" from the instructor. Students may need a little help to establish the ground rules but try to encourage them to work them out for themselves instead of establishing rules for them to follow without thinking the process through. Grammar by instinct and virtue of inductive reasoning generally tends to be thoroughly digested comprehension and the aim of this exercise is to get students to notice the pattern that recurs and infer correct usage from this. The ten "fill out the blank" questions are very straight forward and should not pose a problem. If anyone is unsure, encourage them to use the 3 guideline questions - How do you feel? What made you feel that way? and Why does it make you feel that way?

Page 38: ATTITUDE AND SELF PREPARATION! FIND OUT ABOUT YOURSELF!

Pre-teach vocabulary that you anticipate will cause problems with this exercise: Probably - **confident, follow through, optimistic, ambitious.** One way of doing this is to make up a short story or passage that uses all the words. Write it up on the board and then ask the class in pairs to think of another way of saying the target words. The sentences in the short passage should make the meaning of the words as clear as possible. For example:

Maria knows that she has some good skills that will help her to get and keep a job. She has recent work experience in Fresno and she is attending school to improve her English. She is confident that she will be able to get a job. One of the things that she is very good at is that she always follows through. When someone tells her about a job opening, she always calls or visits the company to get more information as soon as she can. She feels good about her chance of getting a job soon. She is optimistic. Maria is very ambitious. She wants to own her own business one day and she is sure that if she works hard, her dream will come true.

Remind students to use the context, the sentences that come before and after the target word to help them understand the meaning. The task is to direct the pairs to find another way of stating the sentence that uses the target word. "What is another way of saying **She is confident that she will be able to get a job**? Ask pairs to volunteer examples of alternative sentences and work

together as a class to decide if the suggestions do the job appropriately.

After pre-teaching vocabulary, ask students to quickly interview their neighbor using the questions on page 38. Give them a time limit, perhaps five minutes. Ask the class to report anyone who was able to answer yes to all of the questions. Direct all others to read the sentences at the bottom of the page and ask them to think about possible improvements, reminding them of the brainstorming activity completed on page 23.

Page 39: WINNERS vs LOSERS

This page may need a little vocabulary discussion and clarification of terms such as "vs" but students generally seem able to understand the idea that is being communicated. Comprehension of vocabulary is not the purpose of this activity. You can ask one student to read all the winner statements and another student to follow each one with a loser statement so that there is a back and forth effect.

After reading and discussing some of the phrases for meaning, divide the class into groups and ask each group to write five pairs of winner/loser statements using their own examples. Give the groups a time limit and then go around the room asking groups in turn to share one of their examples. Collect the group sheets at the end of the class and, if possible, type up and print the examples the students have produced on poster sheets and display them in class while working on the rest of this unit.

Pages 40-41: SUCCESS!

Give this activity as a homework (work project) exercise. Some of the language in this poem is quite difficult. Tell the students to read both poems for general meaning. It is not important that they understand every word or even sentence. Ask them to report back to you the next day what they think is the general meaning of the poems. Ask them why the poem has been included in the book twice, what is the difference between them. The difference - woman pg 40 man pg 41 - may generate some discussion which can be followed through if it occurs naturally but does not need to be emphasized. The most important thing in this activity is to get students to focus on developing the **critical thinking skill** of understanding the general idea without

worrying about deciphering each word, phrase or sentence.

Ask students to pay particular attention to the last sentence -"But soon or late the woman who wins Is the one who thinks she can." As part of the homework assignment, ask students to write one sentence that says the same thing in a different way.

Page 42: ATTITUDE

This piece of text contains the essence of the chapter. It is also very challenging. It is important that students concentrate on the ideas in the text, not the vocabulary.

One way of presenting these concepts is to direct students to put away all other books, papers and to put down their pens and pencils. Ask them to read the passage to themselves in silence. Instruct them to start rereading if they finish before the rest of the class. When you are sure that everyone has had the chance to read it to themselves once, ask everyone to close their eyes and listen as you read it to them again, very slowly, emphasizing meaning.

The important issue for students to focus on in this unit is the need to concentrate their energies on the things in their lives that they can change, instead of dwelling on the things over which they have no control. Many students are very concerned by the disadvantages they face due to lack of English ability, small stature, lack of work experience, prejudice, the poor employment market etc. The analogy of the one stringed instrument though initially a little obscure can be very useful, especially if you can actually bring in a guitar or violin with one string on it, or even better two guitars, one fully stringed and one with only one string and someone who can demonstrate that music can be played on each. It is startling to hear an accomplished guitarist or violinist make music on a one stringed guitar or violin - Of course it is not as good or as versatile as the music that a fully stringed instrument can make, but it is still worth playing.

Try to direct a discussion that highlights the things in students' lives that can and cannot be changed, that are and are not within their control. It is important to convey that since no-one can change the fact of their small stature, is it worth dwelling on? Why not concentrate energy on changing the things that

are within our control - getting work experience, improving communication skills, staying determined even after being turned down from the 43rd job application.....

Page 43: WHAT WILL YOU DO TO GET A JOB?

There are a few items that may need to be pre-taught before students tackle this activity:

7. "on your feet"
10. "under pressure"
11. "on commission"
24. "rest home"
28. "laundry"

These items could be brainstormed as a class - **Does anyone have any idea what "on your feet"** means in this sentence? Then ask for a couple of sentences that use the phrase and write them up on the board or overhead. After covering the words and phrases, have students circle the answers to all 30 questions. They should work alone and when finished, count the number of Yes and No answers that they have.

Ask how many people have 25-30 YES answers with a show of hands, then ask how many people have 15-25 YES answers and how many have 0-15 YES answers. (This is an opportunity to revisit the concepts of Inclusive and Exclusive). Instruct students to turn over the page and read together the description of the 3 different categories. At this point you probably want to make the activity a little anonymous, introducing the section with a reference - "This section is for all the people who scored....." When you get to the last section emphasize that all the things that are listed as negative points and barriers to employment **can be changed** by the individuals concerned. We are in control of our own attitudes and the more flexible we are, the more ready to try, the better chance we have of succeeding.

Pages 45-46: TEST YOUR VOCABULARY!

As in Unit 1.

Steps to Employemt

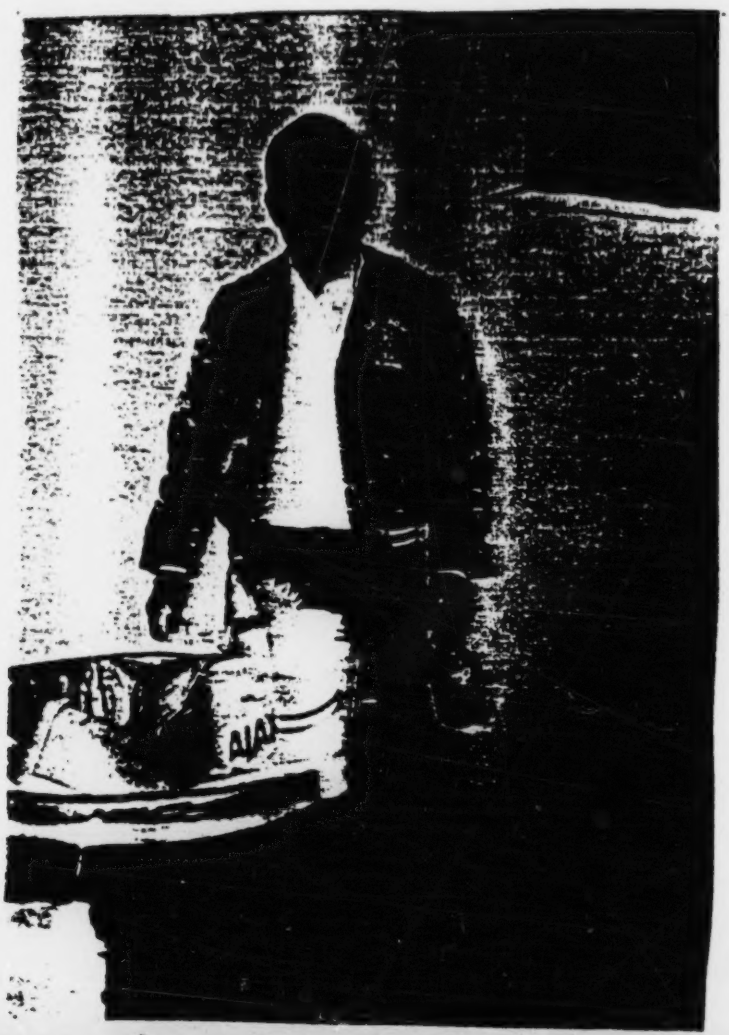
A Newsletter for Pre-Vocational ESL and ABE students in Adult Education

by Lisa Agao

October 27, 1994

A Student Success Story

Xay Vang Lor was a student at Clovis Adult Education for several years. Now he is a student at Fresno Adult School and Fresno City College. He is also working part-time and helping to raise a big family. Xay is a very busy man.



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Job Title: Janitor

Xay Vang Lor's Story

1A. Xay Vang Lor was a student in Phou Xao High School and a soldier in Laos. In 1975 he left Laos and went to Thailand. In 1976, Xay was one of the first refugees in Ban Vinai refugee camp. He helped cut down the trees and build the first buildings in the camp.

Xay studied a little English while he was in the camp. He also worked in security.

In March 1979 Xay Vang Lor came to the United States. First, he went to Texas where his sponsor lived. After only 3 weeks in the United States Xay started work as an assembler. However, Xay has 10 children in his family and he was not making enough money. He had some relatives in Denver Colorado. Xay moved to Colorado and worked with three other companies. The last company paid him the most but the company laid off 200 people including Xay.

In 1985, Xay came to Fresno County. Many of his relatives are here. He can work and study here.

1B. When Xay came to Fresno County he wanted to study English. He had learned to speak English but he could not read and write. He started Clovis Adult Education in 1986. He also studied in a vocational program at Fresno City College. Xay's friends at Fresno City College told him about the Inside / Outside Maintenance class at Fresno Adult School. He decided he wanted to be in this program. He asked his GAIN worker to put him in this program.

Now Xay studies how to be a janitor at Fresno Adult School and he studies how to interview and apply for a job at Fresno City College's VESL program. He is learning how to look directly at his employer or supervisor. He is learning how to speak clearly. He has also learned how to fill out an application and write a résumé.

2. Xay wanted to work and go to school at the same time. In fact, Xay volunteered to help other people in his church find jobs. He talked to his friend Bee Lor. His friend worked as a supervisor with Environmental Control. This company cleans the buildings of other companies.

In April 1993 Xay applied for a job as a Janitor with Environmental Control. He got the job. He works about 27 hours a week. His hours are usually from 5:00 pm to 10:00 pm. Right now he makes $5.00 an hour.

The supervisor tells Xay where he needs to go and what time he needs to clean. Xay cleans 5 different companies. He carries cleaning supplies in his car and drives to the different companies. He has keys to open the doors. He cleans while the company is closed.

Xay's job duties are dusting, waxing, vacuuming and emptying trash cans. Xay must be punctual, reliable, and trustworthy.

Xay's Future Plans

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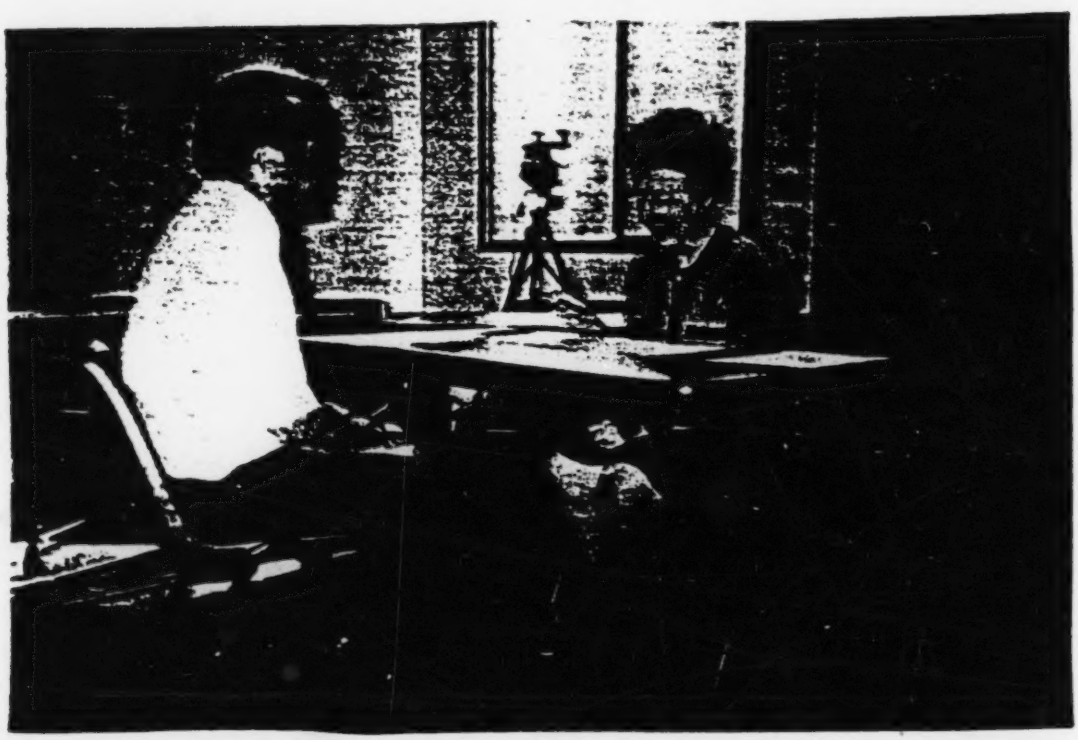
3. Xay Vang Lor continues to study at Fresno City College and Fresno Adult School. Xay wants to apply for a full-time position as a janitor in a school district.

Xay has taken many steps to employment. He has worked hard and studied hard. He will smile and tell you that he is a very busy man.



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Questions

Xay Vang Lor's Story

1.

When did Xay come to the United States?

_____

What was Xay's job in Texas?

_____

How many children does Xay have?

_____

When did Xay come to Fresno County?

_____

How did Xay find out about the Inside / Outside Maintenance class?

_____

What is Xay learning at Fresno City College's VESL program?

_____

_____

2.

What was Xay's volunteer job ?

_____

What is the name of the company that Xay works for?

_____

How did Xay find out about this job?

_____

What are Xay's job duties?

_____

_____

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3.

What does Xay plan to do in the future?

_____

Discuss the words below with your teacher. Write the meanings.

punctual

_____

reliable

_____

hard working

_____

trustworthy

_____

Look at Xay's resume. Discuss Xay's Summary of Qualifications and Volunteer Experience with your teacher.

Write a summary of your qualifications.

_____

_____

_____

Write about your voluntary experience. Or, write about where you want to volunteer?

_____

_____

XAY VANG LOR
1427 E. FOUNTAIN WAY
FRESNO, CA 93704
(209) 221-8318

SUMMARY OF QUALIFICATIONS

* Three years experience in electronic assembly.
* Three years experience as a machine operator.
* Speak English, Hmong, Laos, and Thai.
* Hard working, punctual, and reliable.

EXPERIENCE

April,.93- Present — ENVIRONMENTAL CONTROL
JANITOR - Duties include dusting, waxing furniture, and vacuuming.

April, 83- March, 85 — STORAGE TECHNOLOGY COMPANY
TILE ASSEMBLER - Wire soldering for computer boards including microchips, rework, board masking, and keeping inventory.

August, 82- April, 83 — ULTRAK, INC.
ASSEMBLER - Wire soldering, board masking, and assembly for smoke detector parts including E.T., A.C. Line Repeator, P.I.R., D.V.R., C.D.V., Transponder, sensor.

August, 80- August, 83 — B.V. OIL TOOLS COMPANY
MACHINE OPERATOR - Operated a variety of machinery including milling, grinder, lathe, drill, drillplace, baller, and thread and drill.

1979 — GENERAL MAGNETIC COMPANY
ASSEMBLER - Operated a variety of machinery including a magnetic cutter, magnetic heater, and a magnetic mixer. Packaged and shipped product.

VOLUNTEER EXPERIENCE

1989- Present — CHURCH OF LATTER DAY SAINTS
EMPLOYMENT DEVELOPER/BRANCH LEADER - Assist members of church by providing any services necessary to locate employment.

EDUCATION

1986-1989 — Clovis Adult School
English Classes

1986 — Fresno City College
Cement Mason Certificate

Diploma-1968 — Phou Xao High School, Laos

Steps to Employment

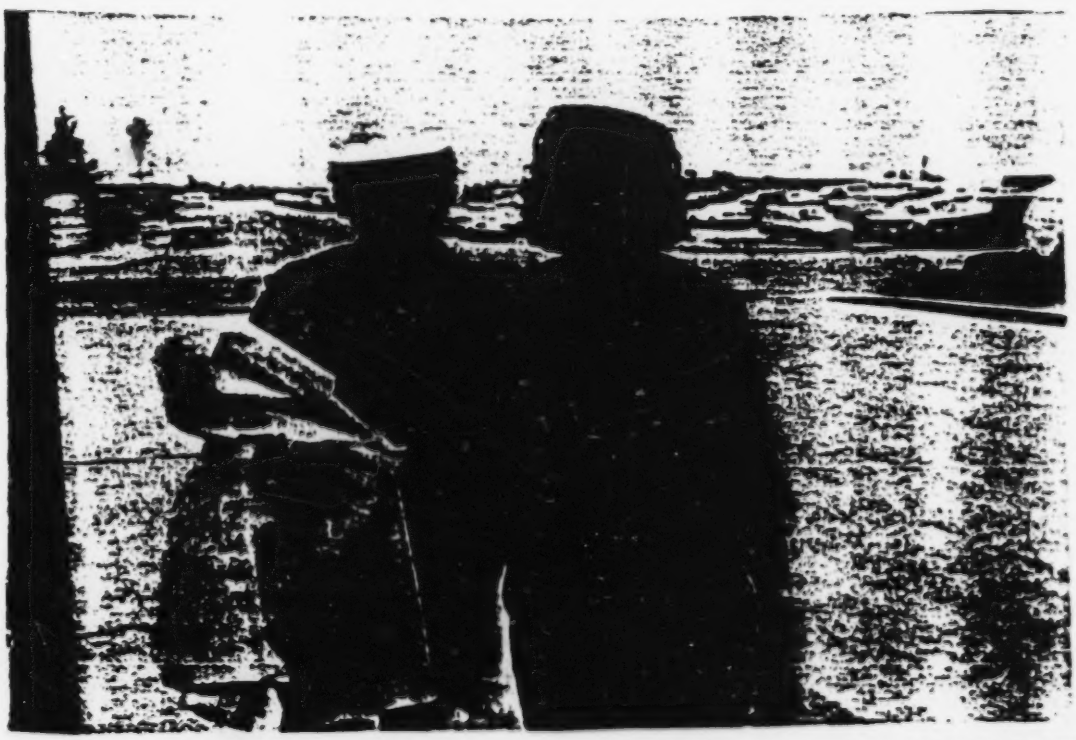
A Newsletter for Pre-Vocational ESL and ABE Students in Adult Education.

by Lisa Agao
January 13, 1995

Student Success Stories

Many people who come to live in the United States do not speak English very well. Some students in adult schools feel they must learn to speak English before they can get a job. Learning to speak English is helpful, however, it is possible to work without being able to speak a lot of English.

Phat Nguyen and his wife Trinh were students at Fresno Adult School. Now they work full-time. They do not speak English very well. Phat needed a translator to tell me his story.



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Job Title: Sanitation and Equipment Preparation Worker

Phat Nguyen's Story

1. Phat Nguyen is a Vietnamese refugee from Vietnam. He left Vietnam in March 1993. He came to the United States in October 1993. He stayed in a refugee camp in the Philippines and studied English for 6 months. He is married. His wife's name is Trinh. He has 2 children, a girl who is 15 years old and a boy who is 18 years old. Phat is 40 years old.

Phat lived in the city Saigon in Vietnam. He went to school for 11 years and then was a soldier in the army.

Phat's relative sponsored the Nguyen family. They lived in Selma for a short time and then moved to Fresno. Phat and Trinh began to study English at the adult school. Phat studied during the day and his wife studied at night. Phat liked studying English and American history.

Phat has a Vietnamese friend who works at Zacky Farms. His friend helped Phat and his wife apply for jobs.

2A. Phat Nguyen started work at Zacky Farms in October 1994. Zacky Farms is a food processing factory. The workers in the factory prepare chicken that is sold in stores. Phat and Trinh work the swing shift from 2:30 until 11:00 pm. They work 5 days a week. They started work making $4.25 an hour. Now they both make $5.00 an hour.

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Phat's first job at Zacky was cleaning chickens. Now he cleans and prepares the machines that the workers use to cut the chickens. His wife works with Phat at the same job. He did not like cleaning chickens. He likes cleaning and preparing the machines better.

Phat and Trinh must wear safety clothing at work. They wear a net over their hair and a helmet on their head. They wear waterproof pants and a jacket. They wear big rubber boots. They must wear a back support when lifting and moving things. They wear gloves on their hands and waterproof sleeves on their arms. The special clothing helps prevent injury.

2B. Phat and Trinh do not speak English very well. 58

The supervisor speaks Spanish better than English. The supervisor shows the Nguyens how to do something. They 'talk' with their hands and body. They also speak a little English.

The work is hard but the Nguyens are happy. They are not on welfare and they can work together.

Phat's Future Plans

3. Phat wants his family to live in a house. Now they live in an apartment. He wants to buy a house for his children. He also wants to help relatives in Vietnam. He doesn't know if they will come to the USA but he can send some money so that life is not so difficult for them.

Phat says he doesen't want to "eat any more government money." He says that he can get more money working than he can get on welfare. Phat wants to work so he can get a better job with more money later.

Phat also wants to study more English and math.

Phat is happy to tell his story to other students and teachers.

Questions

Phat Nguyen's Story

1.

Where is Phat Nguyen from?

When did Phat come to the United States?

How old is Phat?

What was Phat's job in Vietnam?

Who helped Phat and his wife Trinh apply for jobs?

Who do you know that works somewhere right now?
Where do they work?

Questions

Phat's First Job

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2.

When did Phat start work at Zacky Farms?

Who works with Phat?

What shift do Phat and Nguyen work?

How much do they make an hour?

Phat and Trinh each work 40 hours a week. How much money will they make in one week together?

What are the job duties?

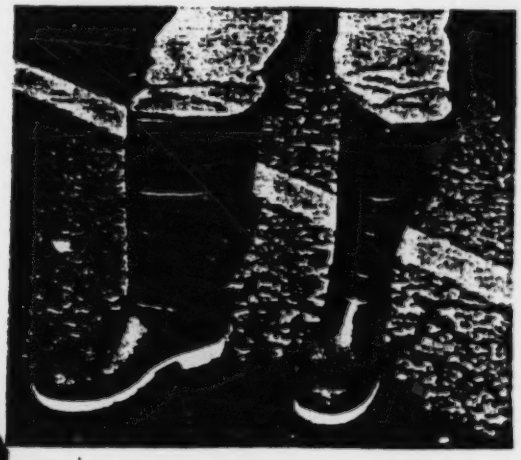
Phat's Future Plans

3.

What does Phat want to do with his money?

What do you want to do with your money?

Write the name of the safety clothing.



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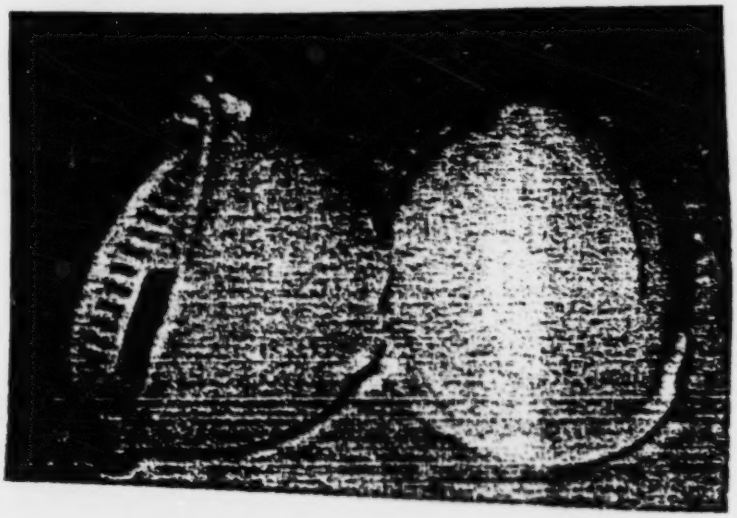
Write the name of the safety clothing.

62



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Steps to Employment

A Newsletter for Pre-vocational ESL and ABE students in Adult Education.

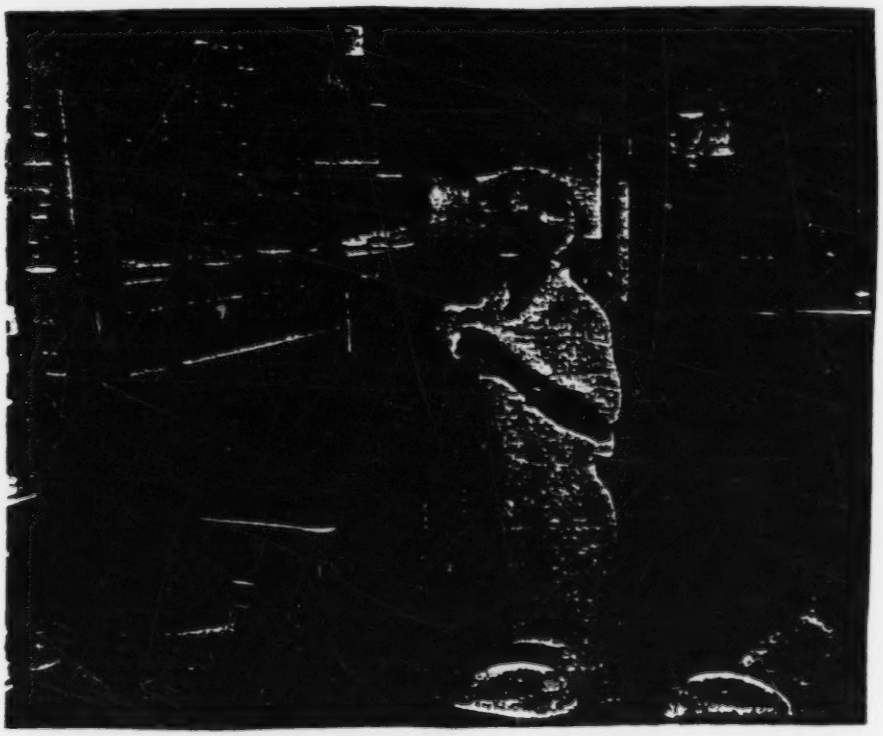
by Lisa Agao

October 7, 1994

Student Success Stories

Examples are what we all need to help us learn and improve ourselves. The purpose of this newsletter is to give you examples of students who are improving themselves. These stories will be put together into a book later. Maybe you know some of the students you will read about. Maybe you will be in the next story.

This student story is about Toua Vue. He is a student at Clovis Adult Education. He is working and going to school.



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Job Title: Dishwasher

Toua Vue's Story

1. Toua Vue is a Hmong refugee from Laos. He came to the United States in September 1993. He stayed in refugee camps in Thailand from 1979 until 1993. He is single.

Toua studied English in Ban Vinai refugee camp. Toua also taught English to other children and adults in the camp. Toua worked with a volunteer organiziation that provided education in the camp.

Toua's brother sponsored Toua in the United States.

Toua Vue started Clovis Adult Education and the GAIN program in January 1994. He also went to Job Club. He learned how to apply for a job. Toua applied for work at a restaurant. The name of the restaurant is Red Lobster.

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2. Toua Vue is a Dishwasher at the Red Lobster. This is his first job in the United States. Toua Vue is happy to get work experience at the Red Lobster.

The Red Lobster is a restaurant that serves fish and steak dinners. It is located on Shaw Avenue between First and Cedar.

Toua Vue works with other people in the kitchen who speak different languages. Some of the other workers are teaching Toua some Spanish. The people at his work are friendly. When Toua comes to work one worker says , "Hey, Toua Vue, How are you?" They slap him on the back or shoulder in a friendly way. Toua Vue asks his friends at work, "Como esta!"

The job duties for the dishwasher are washing dishes, stacking dishes on carts, and moving the dishes to other locations. Toua works about 28 hours a week. He makes $4.50 an hour. Sometimes Toua is very busy when the restaurant is crowded.

Toua's Future Plans

3. Toua plans to continue to work part-time and go to school part-time. Now he is studying to get his High School Diploma. Toua wants to learn more about computers when he is finished with his High School Diploma. 66

Toua also plans to go to Minnesota. His parents live in Minnesota and he has not seen them for a long time. He is saving his money. Maybe he can visit them in December 1995.

Toua has advice for other people who are new to this country. "Learn American culture. Learn English. Get job experience and more education."

A Class Trip

4. The Red Lobster will give tours to students when they are not serving food. The teacher can call Thomas Aldworth at 221-9495 to arrange a tour. The supervisor knows that we have written a story about Toua Vue and the Red Lobster.

4. MAKING CHANGES - MAKING CHOICES

UNIT OBJECTIVES

To help students understand the realities of the "welfare or work" choices they face.

To explain the process that is used to calculate new welfare payments when a recipient secures employment.

To empower students with accurate information and the ability to calculate the likely impact of accepting a job on their welfare payments.

To introduce students to realistic work/welfare situations which stimulate discussion about the process of making change.

To practice the critical thinking skills of "weighing the pros and cons." Considering evidence both in favor of and against a particular decision and then drawing a conclusion.

Page 49: CARTOON INTRODUCTION

Ask leading questions to introduce the theme of the unit and to direct students' thinking.
Introduce the main character - Ilya Gulgazov. He comes from rural Ukraine, which used to be part of the former Soviet Union. This is a good opportunity to look up the Ukraine on a map or globe, perhaps look at all the territories that used to make up the former Soviet Union, perhaps look at the proximity to Asia.
"How many children does Ilya have? Is that a large or a small family?" This question is to stimulate discussion around the fact that both large and small are relative terms - it depends on the cultural context. Ask around the class of students and teachers from different cultures what they would describe as a large or small family.
"What is Ilya holding? How much is it for? How do you think he feels? Why does he feel that way? Perhaps students will describe Ilya as feeling sad that he must rely on welfare, perhaps worried because it is not much money to

support a family of seven. Try to stimulate discussion around what welfare is - a temporary stop gap to assist people in transition until they are able to support themselves. Initiate discussion of the determination so many people feel to be independent of welfare support, while also acknowledging the realistic obstacles to becoming self sufficient that exist for many families.
"Who does Ilya go to see? Why? What does he want to do? Why?" This will probably elicit input connected to GAIN and the fact that people are encouraged to work instead of pursuing further education or training alone and it may be appropriate to pursue such avenues of discussion as **"Do you think he wants to get a job? Why? Why not?** It is important to acknowledge that Ilya wants to work, but he feels a sense of responsibility to his family. He wants the best for them and he's not sure what that is. If taking a job means that he will have less money and no medical benefits, may be it is not a responsible thing to do? It can be acknowledged that the decision not to work is often taken out of concern for the family as well as a desire to improve language and vocational skills in order to be able to secure a better job that would make it possible to support the family. **"What does Ilya feel are the advantages of taking a job? What are the disadvantages of taking a job? What are the advantages of staying on welfare and not working? What are the disadvantages of staying on welfare?"** This is a good opportunity to find out how much students already know about the reality of Work Pays. It is likely that the majority of students believe that taking a job means that they will be immediately and completely cut off from receipt of welfare and Medi-Cal. Ask for their opinions about what Ilya should do based on their current beliefs about the way the welfare system works. **"What would you do if you were Ilya?"**

Page 51: TARGET VOCABULARY

Present as in Unit 1.

Pages 52-53: Mr Gulgazov Does Not Know What to Do!

Try to time presentation of this unit so that the text on page 52 can be given as a homework (work project) assignment. Ask students to read the text and think about the questions on page 53 as they read. When students return to class, open the discussion with some comprehension questions to verify that students have actually read and digested the text. For example;

How many people are there in Ilya's family?
How much does Ilya receive in welfare payments?
Does he get any food stamps?
When did Mr Gulgazov come to the United States?
Did he speak English when he arrived?
Has Mr Gulgazov done any work int he United States?
Who did Ilya go to see?
What did Mr Gulgazov do in his own country?
Can he be an auto mechanic in this country?
What did the job counselor tell him?
How did he feel about this ?
Where did Ilya apply for a job?
What was the salary?
How much will he make each month?
What is Mr Gulgazov worried about?
What time does he have to go to work each day?
Why is this a problem for him?
Does the job give him medical benefits?
How does Ilya feel?

Direct students to the relevant sentences that answer the specific comprehension questions. Lead into a more general discussion using the questions on page 53 as a guide. It is likely that students will have different opinions about whether the advice given to Ilya by the Job Developer is good. Many students are firmly committed to an "education first at all costs" approach to achieving self sufficiency and may not fully appreciate the importance of establishing a work history. It is also important to help students to understand that there are many things about being successful in the United States that can only be learned "on the job." It is not advised that teachers attempt to address all of these issues in the current discussion, but it should be viewed as an introduction. It is important to acknowledge the difficult place that Mr Gulgazov finds himself in.

Pages 54-57: Mr Gulgazov Asks For Some Advice

(It is recommended that teachers work through this entire unit themselves, doing the calculations and reviewing the process to ensure that they comprehend it fully before presenting any part of it to students. There will be many questions and it is vital that teachers are accurate and consistent in the way they present the information if students are to trust it).

The best way to present the next section is as a listening activity. If at all possible, try to find two individuals from appropriate places and record them having the conversation on pages 54-56. Perhaps this could be assigned in advance to a couple of students in the class. The recording does not have to be of professional quality in order for the activity to be effective. A recording made on a small tape cassette player works perfectly well for a moderately sized classroom. The advantage of having two students make the recording is that the teacher will work with these two students to ensure that they understand the text, including the calculation details. When the activity is then conducted in class, the teacher has the opportunity to call on the two students to explain certain things. This is useful because throughout this unit, teachers may find themselves in the situation of trying to persuade students that "this is the way it really works." To have given two students access to the details in advance and then to call on them in class assists the teacher to present the activity in terms of an explanation of information rather than a persuasion exercise.

Record the activity with the numbers filled out in each of the places where a gap has been left but stop the cassette just before the number is stated and work the calculation with the students. Then play the cassette to see if calculations were done correctly. Since the details are complex, students will probably want to listen to the conversation several times.

If it is not possible to record the conversation, ask two students to read the conversation aloud to the rest of the class. Pause at the information blanks and work the calculations with students. Review the conversation until it is clear that most students have understood the information. Try not to interrupt the flow of the conversation for explanations. After the conversation has been presented two or three times, go back to examine and clarify certain issues.

One of the most important issues to clarify concerns this and other similar statements; "the Department of Social Services looks at your income and reduces your welfare payments. The first thing they do is deduct $90 from the amount that you make." (Neng, at the foot of page 54). Deducting "$90 from the amount that you make" **does not mean that that money is actually taken away.** It means that when DSS looks at the amount of money made in a job, they do not count the first $90. The terminology is confusing because it is called **the standard deduction.** In fact, nothing is actually taken away, rather that first $90 is discounted as income, as is the next $30 and one third of the

figure that remains. This is done as a recognition that workers will have work related expenses and deductions from gross pay amounts for taxes, social security etc. It is an acknowledgement that the gross amount of an individual's pay check is not the actual amount that will go home with the worker. Be sure that students understand that this money is not being taken away from them, despite the terminology.

The **net income**, as calculated and referred to by DSS is different from (and lower than), the net income that a worker takes home after tax deductions. The current interaction of welfare payments and wages has been established by the State of California to provide an incentive for welfare recipients to go to work. Regulations governing decreases in welfare payments for working recipients are all designed to ensure that a worker will not face deprivation or worsened circumstances as a result of taking a job. This unit is designed to give students practical access to understanding this fact in the face of much misinformation and many rumors which still encourage welfare recipients to believe that going to work will result in less money and a loss of medical benefits. This is not the case.

This first conversation between Neng and Ilya is an introduction to the calculation process. Further explanation follows and while it is important for the teacher to understand the process in depth at this point, students will discover (and hopefully learn to trust) the mechanism during the course of this and the next unit.

On page 55, Neng refers to the **Minimum Basic Standard of Adequate Care.** This is a rating of the amount of income considered to be the bare minimum on which families can be expected to survive. It is against these figures that an individual's income is measured. This is explained later for students. The **net income** of a worker (as per DSS) is deducted form the amount listed for the appropriate family size. The net income is the amount of money counted as available to the worker to meet the costs of supporting the family, when this is deducted from the appropriate MBSAC amount, the figure that remains is the amount of money that DSS will make as the new welfare payment. It should be noted that the MBSAC table lists higher amounts for families relative to size than the amounts calculated as welfare payments alone when there is no work involved. This works to the recipients' advantage since they therefore retain a greater proportion of their original welfare grant once they start work.

The basic, important points of this initial introductory conversation are stated by Neng on page 55. **"Right, so you will not lose all your welfare and you will finish with more money than you are getting now on welfare alone."** and **"As long as you are receiving some help from welfare, your whole family will continue to receive Medi-cal."**

After clarification and explanation of the key points, turn to the discussion questions. Perhaps the most important is the question that asks **"Why does welfare give you more money than you can make in a job?"** The statement is not strictly true and should probably read, "Why does welfare usually give you more money than you can make in a job?" since an individual with only one child may be able to make more money on a job than is available to him or her in welfare payments alone. For the vast majority of students, however, a straight comparison of money made in a full-time, entry level position with welfare payments calculated according to family size will obviously indicate that the welfare payments are greater. The issue to highlight for students is the rationale behind calculation of welfare payments. Basically, they are proportionate to family size because of the government policy to protect children. An employer, in contrast, is obviously not expected to accept responsibility for a worker's family size.

This is an opportunity to review the concepts of supply and demand and introduce the concept of personal responsibility. Market forces dictate wage levels and it is assumed that workers are responsible for making decisions about family size and situation in realistic response to those market forces. Which variable is most flexible? Is it possible/likely that employers will modify their pay scale to accommodate people with big families so that it will be more possible for them to go to work? Is it possible/likely that workers will plan their family size according to income so that it will be more possible to survive on their wages and not have to rely on welfare? These are delicate issues and must be presented carefully. However, consideration of these factors are vital if students are to be empowered and equipped with the conceptual understanding which is necessary for achieving self sufficiency in this society.

Although it is hoped that students will be convinced of the financial benefits attached to employment in conjunction with a welfare payment supplement by the end of this unit, it is likely that not all will be convinced, or trusting, this early in the unit. While leading the discussion, allow students the space to doubt and criticize since this reinforces one of the goals of the whole course,

which is to make students aware of the power they have to make decisions about and control their own lives.

Pages 58-59: Need Schedule

Make a transparency of page 58 and talk students through it. Encourage them to make notes in their own books so that they can refer back to the information and still be able to decipher it. The introductory paragraph is very important. This table is provided as a guide but many, many different circumstances are considered when payments are calculated, such as others in the household, money in the bank, value of other assets, (including car), etc. The presentation of real and accurate information is central to this unit, however, it is impossible to present and explain all the variables. The teacher must therefore tread a middle path between explaining every factual detail in order to convince students that the information is "real" and making too many sweeping generalizations which risks discrediting the information being presented.

Talk through each of the columns in the table. MBSAC can be explained again at this point and demonstrated to be higher than basic welfare payments as represented in column E, Maximum Aid Payment. It is important to point out that families receive food stamps in addition to this amount of money. It is likely that students will have anecdotes about friends or relatives who got jobs and were discontinued completely from aid. It is extremely unlikely that this actually happened in the past two years, though mistakes are made. In response to such anecdotes, teachers are advised to encourage students to be in touch with their Job Developers during every step of their decision making process, to fill out and submit paper work on time and to contact their eligibility worker or job developer immediately if a problem arises. It is appropriate to explain the complex process that is involved in making changes to payments.

Column D should be explained carefully. Because of the complex process of payment adjustments, changes take place two months retroactively. This means that a worker who loses his or her job will have to wait for two months for aid payments to return to former levels. It is therefore vital that an individual who loses a job contacts their worker **immediately** in order to initiate the mechanism that will restore 80% of the former Maximum Aid Payment on a temporary basis.

Page 61: How Much Will You Get?

Give this as a homework (work project) assignment to see if students have been able to understand how to read information from the table format. Review the questions using a transparency during the next class. Explain that families of 11 people receive $1,300 and that for each additional person, $14 is added.

Pages 62-66: What Happens When You Go To Work?

The next four pages provide a step by step break down of the calculation process. Make transparencies of the worksheets on pages 63, 64, and 65. Ask students not to read the instructions in their books or fill out the worksheets during the first presentation of information. Have them follow the process as it is presented by the teacher on the transparency. Once the process has been gone through once, redo it with students filling out the information in their own books.

The steps should be self explanatory for the teacher. Remind students that the **Deductions** are not actually amounts taken away from the worker, but money made by the worker that is discounted by DSS. Follow steps 1-5 on page 63. Gross Earnings are $840. ($5.25 per hour x 40 hours per week x 4 weeks). For the first example, do not factor child care into the calculations. That can be done later when students are familiar with the whole process. $5.25 is used as the hourly wage for the first example but two columns are given on the Retro Budget Worksheet so that another hourly wage can be used as an example. (Perhaps Ilya's job offer example of $4.95) Make sure that students understand how and why the **Net Income** figure of $480 is arrived at. (**2.** $840 - $90 = $750. **3.** $750 - $30 = $720. **4.** 1/3 x $720 = $240. $720 - $240 = $480. **5.** $480). (See next page).

Retro Budget Worksheet

1.	Gross Earnings	$ 840	$ 792
2. **	$90 Standard Deduction (includes work related expenses)	- 90	- 90
		= 750	702
3. **	$30.00 deduction	- 30	- 30
		= 720	672
4. **	1/3 deduction	- 240	- 224
	240 / 3|720	= 480	448
(**	Child Care	(-_____)	(-_____)
	$175 max per child		
	$200 max under 2 years old)		
5.	**NET INCOME**	$ 480	$ 448

224 / 3\|672

** To receive work incentive deductions, the monthly report must be timely and correct.

1. Begin with your gross monthly income.

2. Deduct the STANDARD DEDUCTION, which is always $90. Fill out the worksheet. How much does this leave? Fill out the worksheet.

3. A further $30 will be deducted from your gross income. Deduct $30 from the last amount on the worksheet. What is the total now?

4. A further amount is now deducted from your gross income. Divide the last total that is on your worksheet by 3. That number is 1/3 of the last total. Deduct this from the last total. How much does that leave?

If you are not paying any money for child care, **this is the amount of money that the Department of Social Services counts as your income.**

5. This is the NET INCOME figure which is counted by DSS.

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Refer back (using the transparency) to the table which lists the MBSAC amounts for families of different sizes. Use Ilya as the example with a family of 7 people. Fill out the MBSAC amount on the next Retro Budget Worksheet transparency (page 64). **6.** $1195. Deduct the net income as calculated on the previous worksheet page - **7.** - $480 = **8.** $815. This is the new AFDC grant and will be received in addition to income earned from a job.

(From page 64)

RETRO BUDGET WORKSHEET

Subtract the net income from the MBSAC amount.

6.	MBSAC	$ 1195	1195
7.	Net Income	- 480	- 447
8.	Subsidized AFDC Grant	$ 815	$ 748

6. Look at the next part of the work sheet. By referring back to the Need Schedule, fill out the amount of MBSAC for your family size.

7. Fill out the net income figure you have just calculated.

8. Deduct the net income from the MBSAC amount for your family budget unit.
This is the amount of subsidized AFDC grant that you will receive when you go to work if your wage is $5.25 per hour.

9. **Do the same set of calculations for a different wage.**
Look at the next part of the worksheet on the next page - **MONTHLY INCOME ADJUSTMENTS.**

Use this part of the work sheet to see how your income changes when you go to work.

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REMEMBER! For the first 2 months you will receive your AFDC grant in full AND your earnings. After that, deductions will be made from your AFDC grant. It is important to save some of this extra money for emergencies, for example, if you lose your job it takes two months for your AFDC grant to return to its former level. Your income will change for the first two months because you will have your full AFDC grant, and the money you make from your job. In **MONTH 3**, you will start to receive the subsidized AFDC grant.

****

Before proceeding to the next worksheet transparency, prepare students by reviewing the above paragraph which appears at the end of page 64 . The next worksheet will illustrate this point.

Put up the transparency of page 65. Students should still be observing the calculation process without writing anything in their own books. Again, follow the instructions step by step, using Ilya's family size and a wage of $5.25 as the example. Point **1.** shows the amount of money that Ilya will make during the first two months that he goes to work,assuming an hourly wage of $5.25. ($1017 maximum AFDC grant + $840 gross earnings = $1,857). Points **2.-5.** show the amount of money that Ilya will have once his welfare grant has been adjusted to reflect the fact that he is now working. As the process is talked through step by step, remind students how each figure is arrived at. (The MBSAC amount for a family of 7 is $1,195. Ilya's Retro Net income as counted by DSS is $480. The difference is $815. This is the new, adjusted AFDC grant. Added to Ilya's gross earnings of $840, a total income of $1,655 is arrived at).

(See page 78 in this manual, which is an example of student book page 65 filled out for an hourly wage of $5.25. Page 79 is an example of page 65 filled out for an hourly wage of $4.95).

1. For **MONTH 1 and MONTH 2**, fill out **(a) MAXIMUM AFDC GRANT.** Then fill out the amount of **GROSS EARNINGS**. Add the two numbers together to find out how much money you will receive for the first two months after you go to work.

2. Starting with **MONTH 3**, fill out **(a) MAXIMUM AFDC GRANT.**

3. On the next line, fill out the **MBSAC** amount for your family size.

4. Deduct the net income from the MBSAC amount. How much does that leave?

	MONTHLY INCOME ADJUSTMENTS			
	MONTH 1	MONTH 2	MONTH 3	MONTH 4
(a)MAXIMUM AFDC GRANT	$1017	$1017	$1017	$1017
MBSAC	$ X	$ X	$1,195	$1,195
MINUS RETRO NET INCOME	X	X	-480	-480
SUBSIDIZED AFDC GRANT	X	X	=815	=815
PLUS GROSS EARNINGS	+840	+840	+840	+840
(b)TOTAL GROSS MONTHLY	$1,857	$1,857	$1,655	$1,655

REMEMBER! That is the approximate amount of your new subsidized AFDC grant.

5. Add the amount of your gross earnings. What is the total now? This total **(b)**, shows how much money you will receive in gross income from your job, plus your new AFDC grant. Compare it with the old total (a).

Will you make more money if you go to work? _____. How much more money will you make? (Deduct the old total (a) from the new one (b).) _____ Some taxes may be taken out of your gross income, but if your wage or salary is low and you have many people in your family, the amount of tax taken out is very low.

1. For **MONTH 1 and MONTH 2**, fill out **(a) MAXIMUM AFDC GRANT.** Then fill out the amount of **GROSS EARNINGS**. Add the two numbers together to find out how much money you will receive for the first two months after you go to work.

2. Starting with **MONTH 3**, fill out **(a) MAXIMUM AFDC GRANT.**

3. On the next line, fill out the **MBSAC** amount for your family size.

4. Deduct the net income from the MBSAC amount. How much does that leave?

MONTHLY INCOME ADJUSTMENTS

	MONTH 1	MONTH 2	MONTH 3	MONTH 4
(a)MAXIMUM AFDC GRANT	$1017	$1017	$1017	$1017
MBSAC	$ X	$ X	$1,195	$1,195
MINUS RETRO NET INCOME	X	X	-448	-448
SUBSIDIZED AFDC GRANT	X	X	=747	=747
PLUS GROSS EARNINGS	+792	+792	+792	+792
(b)TOTAL GROSS MONTHLY	$1809	$1,809	$1,539	$1539

REMEMBER! That is the approximate amount of your new subsidized AFDC grant.

5. Add the amount of your gross earnings. What is the total now? This total **(b)**, shows how much money you will receive in gross income from your job, plus your new AFDC grant. Compare it with the old total (a).

Will you make more money if you go to work? _____. How much more money will you make? (Deduct the old total (a) from the new one (b).) _____ Some taxes may be taken out of your gross income, but if your wage or salary is low and you have many people in your family, the amount of tax taken out is very low.

Once the calculations are complete, invite students to make a comparison with the total in (a) Maximum AFDC Grant $1,017. If Ilya did not work, he would receive $1,017 in welfare payments. If he worked, he would receive $1,655 in welfare payments and earned income. This means that he would have $638 more if he took a full time job at $5.25 per hour.

Do not do the final paragraph on page 65, leave this for students when they are doing the exercise for themselves using their own families as the basis for calculations.

It is likely that at least one student will ask what happens if the wage per hour is lower. Do the entire process again, using the transparencies and an hourly wage of $4.95, which corresponds to Ilya's job offer and will prepare students for calculations they will encounter in the next unit. The second column on the example pages 63 and 64 have been filled out for an hourly wage of $4.95. Two example pages 65 have been included in this teacher's packet. The first has been filled out for an hourly wage of $5.25 and the second has been filled out for an houry wage of $4.95.

Invite students to remind you how each step is conducted and calculated. When this second time around review is complete, ask students to open their books and complete the process from page 62-65, using a realistic hourly wage and their own family size as the basis for calculations. Ask students to work in pairs to assist each other and monitor their progress. If some students finish before others, ask them to do the activity again, using a different hourly wage to compare how much better off a family is with different wages used as a basis. When most students have finished, ask around the classroom to find out the range of increased income that going to work would represent for the various family sizes and hourly wages. It is likely that the average will be around $500.

Direct the students to the final paragraph on page 65. Read this and the two paragraphs on page 66 together. It is likely that students will point out that gross earnings do not reflect deductions made for taxes and social security. These calculations will be covered in the next unit. Remember to reinforce the fact that Medi-Cal is available to anyone who is receiving an AFDC payment. Going to work does not, by any means, result in immediate loss of medical coverage for the family.

Refer back to page 63. On the Retro Budget Worksheet there is an item at the bottom of the table referring to Child Care. If a family needs to pay child care costs in order to be able to go to work, DSS will count this as a work related expense. It will therefore be discounted as income available to the family and deducted from the sum of the money that is counted as net income by DSS. This obviously increases the amount of money that a working welfare recipient continues to receive in welfare payments. An additional example of the Retro Budget Worksheet can be completed to reflect child care costs and how the change in welfare grant would be impacted. See below.

Retro Budget Worksheet

1. Gross Earnings	$ 840	$ 792
2. ** $90 Standard Deduction (includes work related expenses)	- 90	- 90
	= 750	702
3. ** $30.00 deduction	- 30	- 30
	= 720	672
4. ** 1/3 deduction	- 240	- 224
	= 480	448
(** Child Care $175 max per child $200 max under 2 years old)	(- 175)	(- 175)
5. NET INCOME	$ 305	$ 273

** To receive work incentive deductions, monthly report must be timely & correct.

1. Begin with your gross monthly income.
2. Deduct the STANDARD DEDUCTION, which is always $90. Fill out the worksheet. How much does this leave? Fill out the worksheet.
3. A further $30 will be deducted from your gross income. Deduct $30 from the last amount on the worksheet. What is the total now?
4. A further amount is now deducted from your gross income. Divide the last total that is on your worksheet by 3. That number is 1/3 of the last total. Deduct this from the last total. How much does that leave?

Child care costs are counted as work related expenses and are therefore discounted from the net income figure used by DSS to calculate the adjusted welfare grant.

5. This is the NET INCOME figure which is counted by DSS if a worker needs to pay a child care provider.

RETRO BUDGET WORKSHEET

Subtract the net income from the MBSAC amount.

6.	MBSAC	$ 1,195	1,195
7.	Net Income	- 305	- 273
8.	Subsidized AFDC Grant	$ 890	$ 922

6. Look at the next part of the work sheet. By referring back to the Need Schedule, fill out the amount of MBSAC for your family size.

7. Fill out the net income figure you have just calculated.

8. Deduct the net income from the MBSAC amount for your family budget unit. This is the amount of subsidized AFDC grant that you will receive when you go to work if your wage is $5.25 per hour.

	MONTHLY INCOME ADJUSTMENTS			
	MONTH 1	MONTH 2	MONTH 3	MONTH 4
(a)MAXIMUM AFDC GRANT	$ 1,017	$ 1,017	$ 1,017	$ 1,017
MBSAC	$ X	$ X	$ 1,195	$ 1,195
MINUS RETRO NET INCOME	X	X	- 305	- 305
SUBSIDIZED AFDC GRANT	X	X	= 890	= 890
PLUS GROSS EARNINGS	+ 840	+ 1,857	+ 840	+ 840
(b)TOTAL GROSS MONTHLY	$ 1,857	$ 1,857	$ 1730	$ 1,730

Pages 67-69: Mr Gulgazov Has More Questions!

This conversation is designed to generate more discussion. The issues it raises speak for themselves. If possible, ask students to read it as a homework (work project) assignment to give them the opportunity to consider some of the issues in advance of class discussion. Lead the students in a discussion and try to encourage consideration of some of the non-financial benefits of going to work.

Pages 70-71: Grammar Practice! 1st and 2nd Conditionals

Present this activity inductively. Use a transparency of the examples on page 70 and ask students questions about the statements. For example; for the first statement, cover the third sentence in parentheses and ask, "is there a good chance that he will get his diploma?" and follow this with the same question about the second statement.

Continue for all the examples and invite students to tell you what is different about the statements in each pair. By examination of the examples, students can be helped to discover the pattern that is at work in the way that likelihood is reflected in conditional statements. Illustrate how each of the 2nd conditional statements could be followed by "but." For example, "If he got his high school diploma he would look for a job **but** he does not study very hard so it is unlikely that he will get his high school diploma." Illustrate the fact that the past tense usage of verbs in this structure does not indicate past time. It indicates uncertainty or unlikelihood. Ask students to complete the four examples and review on a transparency with the whole class.

Pages 72-74: Picture Strip Stories - Making Changes - Making Choices

Divide the class into three groups and assign each group one of the picture strip stories. Instruct the groups to read and discuss the stories. They are to consider the following questions:

- What do you think about the choices that the person in the story made?
- Do you think his or her life is easy or difficult?
- Do you think the person in the story will be successful? Why or why not?
- Do you agree with the last paragraph written under the strip story?

Ask the groups to list the main points in their story. Give a time limit to the discussion and preparation part of this activity. Each group should choose one person to report back to the class. The reporter will summarize the main points of the story and then tell the rest of the class what the group thought about the person's choices, using the questions listed above as a guideline. Encourage each group to lead the discussion on their respective story and try to step back from the dialogue that students are involved in. After the reporter has given his/her overview, ask other members of the group if there is anything that they want to add. Prompt with questions if the discussion is moving slowly.

This activity develops **critical thinking skills**. Summarizing, identifying main points and reporting are difficult skills to master, especially in a second language. Students are often reluctant to attempt such a challenge. It is important to emphasize that these are all work related skills that students will be required to exercise on the job in their interactions with co-workers and supervisors. A lot of encouragement is required to move this activity along.

Page 75: Test Your Vocabulary!

As in Unit 1.

Page 76: Making Changes -Making Choices- Letters

This group of letters is best used to initiate discussion on the different situations that individuals face in different parts of the country and depending on their family size and access to welfare assistance. The important point to demonstrate is that there is no single correct solution to the challenge of becoming self sufficient in this country. The answers will depend on the individual situations faced by each person.

The letters page could be given as a homework (work project) assignment. Ask students to read all the letters and then choose one to comment on. Ask them to write answers to the following questions:

- How does the writer feel?
- What made him/her feel that way?
- Do you agree with what the writer says? Why or why not?
- How do you feel about your own situation?

Ask students to submit their written answers. Although you may want to comment and correct the use of language in their responses, it is most beneficial if the weight of the teacher's response is personal in nature. Write a response to the student. Give positive and interested feed back on the opinions expressed by the student, make it clear that he/she is entitled to an opinion which you respect. The goal of the entire course is to empower students with the knowledge and self confidence to make informed and constructive decisions about their own lives. Individualized teacher responses to students' written work reinforces this process.

5. HOW MUCH MONEY WILL I REALLY MAKE?

UNIT OBJECTIVES

To give students access to further information that will help them to understand and have a sense of control over what happens to them when they go to work.

To help students understand how to fill out a W4 form.

To help students understand how state and federal tax deductions are calculated.

To help students understand how and why Federal Income Contribution Act and State Disability Insurance deductions are made from an employee's pay check.

To inform students about Earned Income Tax Credit.

Page 77: CARTOON INTRODUCTION

Ask leading questions to introduce the theme of the unit and direct students' thinking.
Introduce the main character - Touly. Touly works at Burger House part-time. He is single and goes to school when he is not working.
When does Touly get his job at Burger House? What is the hourly wage? How many hours per week will Touly work? What kind of job is this? Does Touly need work experience to get this kind of work? When the supervisor offers Touly the job, what does he do? Use this as an opportunity to review the importance of a good hand shake accompanied by direct eye contact. It is possible that Touly did not have any work experience before getting this job. Discuss what qualities Touly probably has that persuaded the supervisor to hire him.
What is Touly thinking about as he works? How much money does he think he is going to make? What is he planning to buy with the money? Are these sensible plans? Use this as an opportunity to talk briefly about budgeting, saving and planning for the future. If Touly is single and living at home with his parents then maybe he does not have to worry about rent and food. Should he contribute to the household costs? Perhaps he should be saving up for a car? Or for school?

When does Touly get paid? How does he feel? How much does he think he will get? How much does he actually get? Why does he get less than $42.50? Use these questions to find out how much students already know about the deductions that are made from pay checks and why those deductions are made. **How does Touly feel when he sees that his pay check is for $36.45? Who should he talk to about his? Who can he ask to explain the deductions to him? What should there be attached to his pay check?** There should be a pay stub attached to his pay check with details of all the deductions made. Touly could ask his supervisor to explain to him all the different items listed.

Page 79: TARGET VOCABULARY

Present as in Unit 1.

Pages 80-85: How Much Money Will I Really Make?

The next 5 pages are step by step instructions for filling out a W4 form. There is no really effective way to do this kind of exercise as a cooperative activity. It is most efficiently done if led by the teacher, using a transparency of the various different sections of the form.

Put the transparency of page 81 on the overhead projector and ask a student to read, from their books, the first paragraph on page 80. Proceed paragraph by paragraph, asking different students to read aloud. Pause for clarification or explanation when necessary and encourage students to interrupt you if they encounter things they do not understand.

When the paragraphs on page 80 start to refer to the form, direct students to look at the overhead projection of page 81 and read the appropriate instructions from there as opposed to their books. This is easier than turning their books back and forth since page 81 is presented landscaped. The teacher should read aloud the instructions listed on the Personal Allowance Worksheet, as directed by the student reading the appropriate paragraph on page 80.

The teacher should fill out the worksheet according to their own family situation. When all the instructions on page 80 have been read and responded

to and the teacher has filled out the worksheet, ask students to go back and fill out the worksheet in their books for their own family situation. Monitor and assist students as necessary.

Put up the transparency of page 83, the Withholding Allowance Certificate. Complete the last instruction on the worksheet which was to enter the number from line G on line 5 of form W4, Withholding Allowances Certificate. (In the interests of simplicity, assume that neither of the previous points listed on the worksheet apply).
Read or paraphrase the information on page 82. Fill out the W4 form, talking students through each section. When the form on the transparency is completed according to the teacher's situation, instruct students to complete the form in their books for their own situation. Monitor and assist as before.

Pages 84 and 85 are included to show all the information on a W4 form. If possible get a full class set of current year forms and distribute them so that students can become familiar with them and recognize the sections that will apply to them when they become employed.

Pages 86-93: Mr Gulgazov Takes The Job

Make a transparency of page 87, Benson Industries pay stub. Talk the students through instructions 1-6, much as with the W4 form. This section obviously provides excellent math review opportunities although it is not a good idea to get too bogged down with percentage and fraction calculation activities. Most of the calculations involving multiplication of percentages and fractions are actually done for the students in the book. Teachers should break these calculations down to assist students to understand exactly what they are calculating and why. When all six steps have been completed, the transparency of page 87 should look like this:

BENSON INDUSTRIES

Period Ending 8/30 - 9/10 19 94

Name ILYA GULGAZOV

80	REG HR. @	4.95		396	00
	O.T. HR. @				
TOTAL EARNINGS					
F.I.C.A. - S.S.		24	55		
F.I.C.A. - MED.		5	74		
WITHHOLDING U.S. INCOME TAX					
STATE TAX					
S.D.I.					
TOTAL DEDUCTIONS					
NET PAY					

EMPLOYEES' STATEMENT OF EARNINGS
AND DEDUCTIONS • DETACH AND RETAIN

Proceed to instruction 7. Ask a student to read it aloud as far as the end of the first paragraph on page 89. At this point, instruct students to turn over the page so that they can see the tax table. The teacher should continue to read the instructions as students follow the information on their tables. The teacher should read slowly and repeat sections frequently until it is clear that all students are following and are looking at the correct part of the table. The teacher may want to review and demonstrate what the phrases "**At least....But less than**" mean. Also review "horizontal" and "vertical".
Complete instruction 8 and fill out the appropriate line of the pay stub transparency that remains on the overhead projector throughout this activity.

Continue on to instruction 9 using the same technique; read the instructions but ask students simply to follow on the State tax table. Fill out the pay stub transparency. Complete the steps outlined in instructions 10 and 11 and complete the pay stub transparency. At this point the pay stub should look like this:

BENSON INDUSTRIES

Period Ending 8/30 - 9/10 19 94

Name ILYA GULGAZOV

80	REG HR. @	4 95		396	00
	O.T. HR. @				
TOTAL EARNINGS					
F.I.C.A. - S.S.		24	55		
F.I.C.A. - MED.		5	74		
WITHHOLDING U.S. INCOME TAX		0	00		
STATE TAX		0	00		
S.D.I.		5	15		
		35	44		
TOTAL DEDUCTIONS				35	44
NET PAY				360	56

As instructed by the final paragraph of instruction 11, review with students how much money Ilya will have as a welfare grant after he takes the job.
MBSAC for family of 7 = $1,195, Net income (if working 40 hours per week @ $4.95) as calculated by DSS = $448.
$1,195 - $448 = $747
Ilya would receive $747 in subsidized AFDC grant.
He would earn approximately $721.12 net per month ($360.56 for 80 hours/2 weeks work, so $712.12 for 160 hours/4 weeks work).
After tax etc. Ilya would therefore have approximately $721.12 + $747 = $1,468.12 each month. This figure can only be approximate since he is paid semi-monthly. This means that there may be a different number of days in each pay period. In any event, the comparison between $1,017 in welfare payments alone and approximately $1,468.12 in earned income and welfare payments combined is obviously very real.

It is important to point out that in a situation like Ilya's, where he is paid on an hourly, semi-monthly basis, every pay check will be different. This means that every welfare check will be correspondingly different, and always two months in arrears. This means that if Ilya works a full 160 hours in January, then only 80 hours in February and 60 hours in March, his welfare check in March will reflect the income he earned in January. This could leave the family short of money since the welfare payment calculated to reflect a decrease in hours worked in March, will not reach him until May. It is for this reason that it is very important to save some of the money earned in the first two months of employment when welfare payments are still at their maximum amount. Point out the skills that are required to budget and plan financially.

When the entire process has been completed, ask students to go back to page 80 and review the entire section on their own. Students should fill out all the forms for their own family situation and assume that they have accepted the job at Benson Industries @$4.95 per hour. Have the students do this in class so that assistance can be given. As students are completing the calculations, ask them orally and one-on-one, how much money they receive in welfare payments right now. Then ask them how much money they would receive in earned income and welfare payments if they took a full-time job @$4.95 per hour. Ask them what they think about this.

Page 94: Advantages/Disadvantages

Ask students to complete this as a homework (work project) assignment. Instruct them to answer from their own perspective in view of their family and life situation. Teachers could make copies of this page and ask students to submit their written responses for comment by the teacher, or answers filled out in books could be used as the basis of a discussion the following class day.

It is hoped that these two units (Making Changes - Making Choices and How Much Money Will I Really Make?) help students to gain access to information about the real choices they have. In addition to understanding the details of financial calculations, it is as important that students gain a growing sense of choice. It is therefore vital that teachers encourage this perception by respecting the disinclination that many students may exhibit to think about anything except pursuing full-time, further education. It is pointless to get into discussions about the moral obligation to work if possible and the argument that many would like to make that welfare recipient should not have the right to choose not to work for a period of time, since such perspectives are so culturally bound. What is meaningful is to equip students with accurate information, self confidence and positive role models that can help to empower them in their quest to become self sufficient. Exposing students to realistic situations and illustrating previously unknown options can be far more persuasive in terms of mobilizing an individual toward work.

Pages 95 -101: EARNED INCOME TAX CREDIT

The factual information presented on pages 95 and 98 should be verified with a representative from the IRS. Most local offices have staff available to make presentations to groups to explain the process of applying for the EITC and the regulations that govern its receipt. The IRS can be contacted at the following number for requests for speakers. 1-800-829-1040. The local contact for Fresno County is Pam Klawitter, she can be reached at 499-6070. Certain IRS publications may be useful to teachers when planning presentation of this unit; Publication 17 -Your Federal Income Tax; Publication 596 - Earned Income Credit; Publication 910 - Guide to Free Tax Services.

If it is not possible to have an IRS representative come to the class, teachers should get enough copies of the current Schedule EIC for all students to examine. Also get copies of tax return forms and instruction booklets. Though complex and confusing, the purpose of all these calculation and form filling activities is to give students control over their own lives and to demonstrate where they can get assistance if they run into difficulties.

The information on page 95 and 98 is best presented by the teacher while students are referring to the tax forms and the schedule EIC. If the teacher familiarizes him/herself with the information in advance, it can be paraphrased during the presentation. After presenting all the information and referring students to the appropriate parts of the forms, ask oral, comprehension questions to verify that students have understood the most important points. Give page 101 as a homework (work project) assignment and review answers with whole class during following lesson.

Pages 102-103: TEST YOUR VOCABULARY!

As in Unit 1.

6. JOB SEARCH

UNIT OBJECTIVES

To help students identify skills that contribute to their employability.

To help students assess their own interests and abilities.

To validate students' past experiences.

To illustrate how past experiences, whether work related or not, help to prepare people for work in the United States.

To emphasize the importance of research into different kinds of job.

To give students the necessary skills to identify appropriate areas of work to pursue further.

Page 105: CARTOON INTRODUCTION

Ask leading questions to direct students' thinking. Introduce the main character. **"This is Ia. Where is she? What is she doing? What's the date? How do you think she feels? How soon do you think she will get a job?** Hopefully students will give you a variety of answers to this last question, the length of time it will take for her to get a job will depend on her qualifications, previous experience, determination and ability to sell herself in the interview. **Where does Ia go in July? Why did she wait until July before she went to a job interview? Where did she go for the interview? What kind of job do you think she was interviewing for? Did she get the job? Why not?** It was probably not a question of Ia waiting until July before she went for an interview, it probably took a long time for her to get an interview. She may have submitted many applications before an employer responded and asked her to come for interview. **How do you think Ia felt when she did not get the job at Joe's Restaurant? What did she do next? When did she have her next interview? Where was the interview? How do you think she felt? Did she get that job? Why not? How do you think she felt?** Ia probably felt discouraged but she didn't give up. This is the important thing to stress.

Where did her Job Developer take her in October? Why was it a good idea to go to another agency which helps people find jobs? Where did the woman in the State Employment Office send Ia? Why did she go there? What kind of jobs were available? Did Ia get the job? How did she feel? When did Ia begin her job search? How long did it take her to find a job? Is this a long time? The message of this cartoon introduction is stated at the top of the page - Never Give Up!! This is what teachers need to emphasize, while acknowledging that it can be very disappointing and discouraging to be refused an interview and then turned down once you do get an interview. This is also an opportunity to review one of the messages presented in Unit 1, The Job Market. Students were encouraged to register with many different temporary agencies and job placement agencies. This should be reinforced. It obviously makes sense to have as many people as possible on your team. (Use an analogy of a soccer game, or other sport. The more skilled players you have on your team, the more likely you are to win).

Page 107: TARGET VOCABULARY

Present as in Unit 1.

Pages 108-109: JOB RESEARCH AND KNOW YOURSELF!

Though this activity is titled "Job Research," its point is that you can't start looking for a job until you know what kind of job to look for and you won't know that until you know about yourself. The very first step in a Job Search is to do some research on yourself.

Begin this activity by demonstrating a few of the things that **Describe Yourself** does not mean. Make a transparency of page 109 and use the cartoon characters as examples. The first character is only wearing shorts, perhaps because he is out jogging. **Does "Describe Yourself" mean that you should say things like - "I like wearing shorts." ?** This is obviously a silly example, but it helps to direct students away from personal statements that seem to be appropriate. Many students respond with a description of their height, weight, eye color etc. when asked to describe themselves. Students need to be helped to understand that this kind of information is not what an employer is interested

in. Look at the last cartoon character. Is "**I love my dog**" an appropriate thing to say when asked to describe yourself? Again, obviously not. There are, however, appropriate things that these two people could say about themselves. The first character could say that he likes to be active and fit and he likes to take part in sports. The last character could say that she loves being with and taking care of animals. Both of these statements give information to an employer that he or she will find useful in deciding if you are an appropriate person for a job.

It is also important to clarify the definitions of "**strengths and weaknesses**" in this context. The natural tendency of many students is to assume that this question refers to physical strength or weakness. Give some examples of appropriate and inappropriate statements.

Fill out page 109 on the transparency. Teachers should either use themselves as the person being described or a volunteer from the class. It is important that the student being described is not made to feel embarrassed by this activity. The teacher can ask exploratory questions around the themes in the list of questions. For example;
Do you think you are a friendly person? Do you think you are a bit shy? If you go into a room where you don't know anyone, do you introduce yourself or do you wait for people to come over and talk to you? Do you have fun when there are lots of new people around? Do you like meeting new people? Do you like to spend time with one or two close friends? Ask the questions orally and then formulate one simple sentence which summarizes what you have discovered about the student you have been questioning. Write the sentence on the transparency. For example, for a friendly, outgoing person one might write; **I am a friendly person who enjoys meeting new people and finding out about them.** For someone who is a little shy, one might write; **I enjoy getting to know people individually and being with people in small groups.**

Continue down the list of questions until 12 sentences have been written that the volunteer interviewee could use as a succinct description of the kind of person he or she is. When the demonstration is complete, ask students to complete the activity for themselves. Instruct students to work in pairs and monitor their progress.

Pages 110-111: RESEARCH YOURSELF!

This activity will also need to be modeled for students. Teachers should try to make it as specific as possible. Instruct students that they are to work down the list of activities on page 110 and write down examples of things they have done recently which are examples of being good at those particular activities. For example; for **Making Friends** - you might list; **met two new people at church last Sunday, or, I know the names of all the students in my ESL class.** (It is surprising how few students do actually know all their class mates names). **Mathematics** - you might list; **keep track of family's money, keep records of what we spend.**

The same procedure can be followed for page 111, perhaps using some of the specific activities listed on page 110 as examples. For example; **Using Numbers? I have good math skills, I am responsible for taking care of my family's finances. It is a large family and we must live on a limited, fixed income. I always have a good record of where we have spent money and how much.**

Point out to students that the examples are not connected to the workplace or past work experience. Many students will doubt that employers will be interested in this information. Teachers should demonstrate the importance of making the information relevant to the job in question. It is not necessarily the information which is important, it is what it demonstrates about you as a potential worker and in relation to that particular job.

Students will need lots of encouragement and assistance with this activity. If it is possible to get some extra help in the classroom for this particular exercise, do so. Anyone with resume writing, job placement or hiring experience would be excellent although most workers who have been raised in the United States will be familiar with the kind of information it can be relevant to bring out.

When everyone has completed the activity, refer students back to the middle of page 108 where they are asked 3 basic questions. Ask students to draft answers to these questions as a homework (work project) assignment. When answering the questions, they should use the examples they have listed on pages 110 and 111 to illustrate their responses. The following day, students should interview each other using the 3 questions, and then answer using their drafts as a guide.

They should provide feedback to each other, perhaps even develop a short rating instrument.

Many students will be uncomfortable assessing their peers but it is important for them to learn how to work as a team and to give and receive constructive criticism.

Page 112: HOBBIES/RECREATIONAL ACTIVITIES

This page can be used as a quick warm-up activity to reinforce the fact that our marketable skills are drawn from all aspects of our lives. Perhaps ask students to make different checks against the activities depending on whether they do it often, rarely or never, or perhaps to indicate if they are good at it, very good at it or not so good at it. Do some brainstorming around the class when all students have completed the page. Ask a student to name an activity or hobby that she/he has been involved in. Then ask leading questions to demonstrate what kind of skills are indicated by participation in that particular activity. This exercise is designed to provoke thought and encourage the "doubters" to believe a little more in the importance of their past experience, therefore teachers need to give lots of validation to the activities that are mentioned by students.

Page 113: JOB SEARCH

Much of this unit involves discussion and modelling of activities by the instructor. In order to break the lecture style presentation of information, present the next activity as a cloze type quiz. A master copy of the text on page 113 is printed on the next page. Instruct students to close their books and distribute copies of the cloze activity. Tell students to work in groups/at work stations so that they can assist each other with the task. Give a time limit for completing the activity. When the time is up, either ask students to check their work by referring back to page 113 of their books, or ask the supervisor/foreman at each work station to check their work.

JOB SEARCH

WHAT KIND OF JOB ARE YOU LOOKING FOR?
WHAT KIND OF JOB CAN YOU DO?

CHOOSE WORDS AND PHRASES FROM THE LIST AT THE BOTTOM OF THE PAGE TO COMPLETE THE FOLLOWING PARAGRAPHS.

You can do a lot of things well. Think about them. Some of them can help you get a job. Maybe you are fast with your hands. If so, this would help you on a job where you must use your hands - like sorting things or _____ _____ _____ or using machinery. Maybe you are neat and careful. This would help on a job where you must do _____ _____ _____ or writing things down.

Or maybe you are a good walker. This would help if you are a messenger or _____ _____. Maybe you are very strong. This would help you in a factory job, or where you must use hand tools.

Perhaps you like to work alone. There are many jobs where you work alone: as a _____ _____ dishwasher, others. Or perhaps you like to work with other people. If so, you might prefer a job someplace where people _____ _____ _____.

Just as there are things you can do well, there are other things you may not do too well. In looking for a job, stay away from work you cannot do too well.

For example, if you are not fast with your hands, look for work as a messenger or ____ _____ _____ or some other kind of job where fast hands are not needed.

If you cannot hear well, look for work in a factory or someplace else where good hearing is not needed. If you do not speak too well, look for a job where you don't always _____ _____ _____.

If you are not too strong, or you get tired easily, look for a job where you can sit - _____ _____ _____ or taking care of a machine.

Try to find a job that lets you do the things you can do well.

putting things together	**in an office**	**cutting or pasting**
have to speak.	**delivery person**	**a gardener's helper**
work closely together	**delivery person**	

Page 114: JOB SEARCH: Is it true or is it false?

While the foreman/supervisor is checking their work, students can be completing page 114. Before they begin, stress that for some questions there is no right or wrong answer, it is a question of personal opinion. Completion of the questions is designed as a mechanism to generate discussion. Before initiating the discussion, teachers could poll the class to find out how many people answered true or false to each question. This information could then be used to do a quick percentages/fractions review. 14 out of 28 people answered TRUE to question 1. This is 1/2 (half) the class or 50%. The figures could also be presented on a graph.

Teachers should initiate a discussion around the issues listed in the 9 statements by asking individual students how they answered a specific question and then asking them why they answered that way. This activity is designed to practice the **critical thinking skill** of justifying an opinion. Many students will be reluctant to attempt this very difficult task and will therefore needs lots of encouragement. Teachers can assist by asking leading questions. For example; **Why do you think it is true that if you do not have work experience in the United States, then you do not have skills? If you don't have U.S. work experience, is it harder to get a job? Does that mean that you don't have skills? Could it mean that you have skills that some people in the U.S. don't understand? How can you help them to understand the skills that you do have, even when you don't have U.S. work experience?** Positive affirmation, respect for opinions and encouragement are vital to the success of this activity.

Pages 115-117: Past Experience Helps Prepare You for Jobs in the Future! and Pages 119-123: Jobs Available in Refugee Camps in Thailand.

Although this activity uses examples of former refugees and the work experience they gained in Thai refugee camps, it is appropriate for use with students of all backgrounds. Other, similar examples can be prepared by the teacher in advance which reflect the experiences of other students in class. The principles illustrated by Pao's example (pages 116-117), are applicable to all.

It is also useful to consider other examples since this gives students the opportunity to practice transferring principles and knowledge from one situation to another. This mirrors what is being advocated in this activity which is to concentrate on **how** past experiences are applied to current situations as opposed to whether they are a direct preparation. Pao effectively demonstrates how to make his past experience accessible to an employer in this country. Most employers won't have the first idea what life or work in a refugee camp/mountain village/Soviet hospital/African school etc. etc. is like - and, unfortunately, the vast majority won't have much desire to find out. The onus is therefore on the potential employee to present his or her past experience in a way that employers can make sense of.

If possible, time this activity so that students are asked to read pages 115-117 as a homework (work project) assignment. [Assigning this kind of task will only work if all the students in the class take the assignment seriously. If the teacher asks the class to read some text, but only half the class does so, time is wasted during the following lesson while the rest of the class catches up. It is advisable to address this possibility before it occurs by leading a class discussion on the individual responsibilities of team members and the consequences of a few team members letting down others. Try to relate this to a work situation and invite students to consider the possible consequences of workers not fulfilling assignments. It is also a good idea to create teams within the class and let the students know that it is their responsibility to check in with a team member if they are absent from class to find out what homework (work project) assignment has been given].

After all students have read the text on pages 115-117, divide students into work groups and ask them to tackle the activity on page 118. If students spent time in Phanat Nikhom Processing Center in Thailand, it is likely that they will be able to find a job that they did, similar in description to one of those listed on pages 119-123. If this is the case, their task is to take the description as listed in the book and write a paragraph describing the skills that they have, similar to Pao's example on page 116. If the students in the class have not had refugee camp work experience similar to the job titles listed in the book, it may be advisable for teachers to do a little research on the background of their students and their life experiences prior to entry to the United States. The objective of the activity is to demonstrate for students that their previous work and life experiences are very definitely valuable and applicable to their current

situation. Many students do not feel that work experience gained in their country of origin or in refugee camps has any value. It is the teacher's task to illustrate how previously acquired skills can be applied to current situations.

The teacher should give a fixed amount of time to the work groups to complete the paragraph writing task on page 118. Monitor the groups as the assignment is being completed. If the teachers become aware of particularly good paragraphs being written, make time at the end of the assignment for students to share their paragraphs. It is recommended that teachers ask for volunteers and provide lots of encouragement for students to speak up. If students are reluctant, call on the those whose paragraphs were noted as being good and invite them to share what they have written. Ask other students in the class to give feedback.

Pages 124-128: General, Special and Personal Skills

The objectives of this activity are to help students understand that all job related skills are based on a solid foundation of basic or general and personal skills and that special skills are often developed through training. Training alone in special skills may not be enough to compete for employment since a licensing or certification process may also have to be completed.

To reduce the amount of straight reading that students are asked to do in this unit, it is probably best if the teacher paraphrases the information on these pages and invites students to participate in the sections on pages 124 and 125 which call for examples as class brainstorming activities. Students have the information in their student book if they want to refer back to it but it can be conveyed quickly and effectively by the teacher without asking students to read almost 5 pages of text in class time.

As the teacher paraphrases the information, questions can be posed to the class to try to elicit the information. For example, when presenting the information on page 124, the teacher asks; **Can anyone describe what personal skills are?** or the teacher could say; **What do you think personal skills are?** Phrasing the question this way can encourage students to give input since the question implies that there is no single correct answer. As the brainstorming activity proceeds, the teacher should write descriptive notes on each category of skill on the board or overhead projector, with examples of jobs that require the skills.

Pages 129-130: What Kind of Job Could You Get?

The objectives of this activity are to make it real to refugee job seekers that others like themselves are being successful in securing employment.

If possible, make an overhead transparency of pages 129 and 130 and remind students that obtaining one of the jobs listed did not mean that these AFDC recipients stopped receiving assistance and medical benefits. Remind them also that these jobs represent a first step. Ask students if they see any jobs listed that they think they could do right now. Ask students if they would actually like to do any of these jobs, why/why not? Ask what kind of jobs these positions could lead to.

Pages 131-136: JOB SEARCH

The objectives of this activity are to demonstrate how advance research and knowledge of what different kinds of jobs require can help applicants present their skills so that they appear relevant to the job being applied for. For example, if an applicant is seeking a job in a restaurant or food services it is important that he/she is aware of the need to stress good customer relations skills.

Many students do not realize the range of skills that some positions call for. This activity is designed to make students aware that truck drivers and garage attendants for example have to keep records, that kitchen work can involve shelf stocking and budgeting, that repair work, construction and food services can all involve customer relations.

If possible, make transparencies of pages 131-136. Divide the class into seven or fourteen different work teams (depending on class size). Assign one or two lists of skills to each team and ask them to match the list with one of the general descriptions on page 136. Then have them complete the rest of the activity. Allow ten minutes for this activity. Go around the room and ask each team to report. Write up their descriptions on the overhead transparency and ask the rest of the class to provide feedback/suggest improvements so that each list finishes with appropriate "**I HAVE GOOD.....**" sentences following it. Students then have access to good models for each of the fourteen lists without having to complete all of them independently.

Pages 138-139: Job Box Assignment and Know the Job!

The Job Box referred to in this activity is The Job Box Second Edition - Pacemaker Occupational Resource Module. Fearon Education - a division of David S. Lake Publishers, Belmont, California. ISBN 0-8224-4037-7.

The objective of this activity is similar to the previous activity in that many students do not have a realistic understanding of what certain jobs require. They may have chosen a particular job as their goal based on inadequate information. The research orientation of this activity is designed to help students understand how and why to find out relevant information about a job before pursuing it.

Make additional copies of page 139 for this activity. The activity is designed to give students the experience of researching specific jobs that interest them. Although The Job Box is an excellent resource, if it is possible for students to visit a Careers Center, the objectives of the activity can be more completely fulfilled. It is also excellent experience for students to go to a Careers Center to learn how to take advantage of it a resource. In order to do this, they must feel confident. The Know the Job! worksheet can help instil confidence because it helps students to know what kind of questions to ask and what kind of information to seek out.

The activity could be completed according to the instructions in the Student Book on page 138, and/or the Know the Job! worksheet could also be used for Careers Center visiting.

Pages 140-145: Spot the Difference!

This activity presents the opportunity to review a few of the issues raised on previous pages. For example, it illustrates the fact that general descriptions of work cover a list of job titles. Page 140 shows sales work and in this situation relevant job titles could include, sales assistant/clerk/associate, (lead/senior) sales manager, stock clerk etc.

This activity also serves as an introduction to the Grammar review item for this chapter, prepositions of position. The first page in each of the three pairs asks students to "spot the differences" between the two pictures. In so doing,

students will be using prepositions of position to describe the differences. For example, for the first pair of pictures; **The price on the belt is different.** In each pair, the second picture actually asks students to identify the correct preposition. The activity is enjoyably done in pairs and reviewed orally by the whole class. Students generally find it amusing trying to describe the differences which can call for complex sentence construction. For example, **There is one more black shirt on the shelf behind the sales assistant with glasses in the second picture.**

Pages 147-148: Grammar Practice! Prepositions of Position.

The instructions for this activity in the Student Book are straight forward. Students enjoy doing this activity in pairs and with oral review by the whole class.

Pages 148-149: Test Your Vocabulary.

As in Unit 1.

7. JOB SEARCH 2

UNIT OBJECTIVES:

To introduce students to different kinds of job search strategies.

To emphasize the proactive approach that is required for a successful job search.

To reinforce the idea that education and training need to be combined with practical experience.

To illustrate how possession of a local work history is the most important asset for a job seeker.

Page 151: TARGET VOCABULARY

Present as in Unit 1.

Pages 152 - 153: FINDING WORK - READING ASSIGNMENT AND DISCUSSION

The discussion is the most important aspect of this activity so the teacher should choose the quickest and most efficient way of getting students to read the text on page 152. If students reliably do reading assignments as homework (work projects), assign reading the text for the evening preceding the discussion. Otherwise, the teacher could elect to read the text aloud to students, ask four students to read a paragraph each aloud or do a "sentence connection" activity with sentences from the text. The text on page 152 appears below with possible cuts in each sentence marked. Copy the text and cut up the sentences. Instruct students to close their books (and keep them closed for the duration of this activity!) Organize students into four work stations and give each work station a paragraph of partial sentence strips. Each group matches the sentence strips to create a paragraph. Show each group how their paragraph begins. When all groups have completed the task, ask an individual from each group to read the paragraph aloud. Make an overhead transparency of the text and after

listening to each group's version of the paragraph, reveal the text and compare, sentence by sentence to see if the paragraph has been rendered correctly.

FINDING WORK - READING ASSIGNMENT

When the unemployment rate is very high, / it is more difficult to find work.
You must be very serious about your job search / if you are going to be successful.
You may not be able to get the job that you really want or / that you think you deserve.
When the economy is weak and the job market does not have very much to offer, / people are grateful to have any job, even if they don't like it very much.
Most people in the United States will tell you that it is easier to find a job / if you are working already.
Your greatest strength / is your work experience.

Of course, it is true that having qualifications and skills training will make it / possible for you to compete for higher paying jobs.
However, if you concentrate on getting training alone, without building up your local work history, / you will still find it very hard to get a job.

Most employers in the United States like their employees to have practical experience - / and it doesn't have to be in the same kind of job area.
When you learn how to do something, / you must have the opportunity to practice if you are going to be able to do it really well.
If you go to school to study how to use a computer, / what will help you the

most? Reading about computers / in a book?
Listening to a teacher give / a lecture about using a computer?
No! The best way to learn about computers is to / actually use one and practice all the things you have learned.
It is the same with learning English or / learning work skills.
Going to school or training is a good idea, / but on it's own, it is not enough.
You must use what you have learned in the classroom / in the work place.

So, REMEMBER! When you begin your job search, be ready to consider a job even / if it is not exactly what you want.
It can help you to get / what you want in the end.
Think about part time work / if it will help you to establish an employment history.
Think about volunteer work / because this can give you the opportunity to gain work place know how and skills.
Part time and volunteer work can lead / to full time work.
Keep an / open mind!
Good luck in / your job search.

This activity will give students the opportunity to ingest the information while concentrating on matching and ordering sentences. Once all paragraphs have been completed, the teacher should direct students to page 153 of the Student Book. Ask students to consider the questions in pairs. After ten minutes, lead a discussion on the issues raised by the questions and the text. It is important to validate all opinions while introducing the fundamental approaches that fuel successful job seekers in this society. Many students may be resistant to the idea that work experience is as important, if not more important than qualifications and training on the road to success. The answers that students offer to question 8 will give teachers a good idea of the barriers that each student perceives to be between them and securing employment. It is a good idea to make notes as input is given so that specific issues can be addressed or emphasized in subsequent lessons.

Page 155: FINDING WORK IS A FULL-TIME JOB!

This quick activity is a good follow up to some of the ideas discussed in the previous activity. Its main purpose is to point out that looking for work is a serious commitment. Students need to be encouraged to take a proactive approach to looking for work. The ideas can be introduced using an overhead transparency of the page and perhaps incorporated into the discussion questions listed on page 153. Most students do not view looking for work in this way and interesting discussions usually follow. Some students are more "fatalistic" in their approach to conducting a job search than the activities in this unit call for. One of the reasons that many students give for wanting to pursue training is that they feel this will reduce the burden on them to go out and "sell themselves." It is important for teachers to point out that possessing a certificate or state license in any field is no guarantee of employment. It simply means that a job seeker is qualified for a certain range of positions. It is still necessary to conduct a committed job search and market yourself as a good potential employee.

Pages 156-157: JOB SEARCH METHODS

If possible, make an overhead transparency of page 157. Present the chart to the class and talk through each of items. Explain the first column - "% of Total Job Seekers Using the Method." This means for example, that of all the

people looking for work who were considered in this survey, 66%, or 66 out of 100 used the job search method of applying directly to the employer. Point out that the column does not add up to a total of 100 because most people looking for work use many different kinds of job search methods at the same time. Explain the last column, "Effectiveness Rate:" This means for example, that of all the people who applied directly to the employer, 47.7% of them, or 47 people out of 100, found that method to be successful in securing employment. Ask students oral comprehension questions to ensure that everyone is digesting the information presented on the chart. For example; **Which job search method did most people use? Which job search method was the most successful? Which is the least successful job search method? Has anyone ever looked for work by asking relatives about jobs elsewhere/going to the school placement office?** After talking through the chart, ask students to complete the passage on page 156. Ask students to work in pairs or small groups and review the passage on an overhead transparency if possible.

Pages 159-161: GRAMMAR PRACTICE! The Present Perfect - What You Did In The Past Is Important Today.

The content of the examples in this grammar practice activity are as important as the structure of the present perfect. The structure is explained in terms of connecting the past and the present which is usually quite accessible to students. The teacher may want to give a general description, perhaps paraphrasing the paragraph on page 159, and follow this with writing up the examples on page 159 on the board. After writing the personal pronoun, invite students to identify which form of the verb **to have** will follow. Leave a blank space and write up the rest of the sentence, then ask students to guess the verb that will appear in past participle form to complete the sentence. After each sentence has been written up on the board, give the brief explanation listed under each sentence on page 159. Emphasize the connection in time between past and present.

Ask students to complete pages 160 and 161 in pairs or small groups. Explain that there are two parts to the activity. The first part involves completing the sentences and the second part involves responding to the same question (Have you done this as part of your job search?) for each statement with a yes or no

answer. Monitor the activity and interact with students about which of the strategies they have tackled, which they are planning to do, which they feel nervous about doing etc.

Pages 162-163: "WALK IN"

If possible, time this activity so that it can be given as a homework (work project) assignment. Ask students to do it independently at home and then work with a partner the following day to compare answers to the definition matching activity. Review as a class and follow with questions about how students feel about the "walk in" job search method. It will be a very uncomfortable and intimidating idea for most students. To illustrate the importance of appropriate appearance and conduct even during the job search and application phases, teachers may want to share the following report with students which was received during a telephone survey of employers conducted in Fresno County in February, 1996.

FRESNO BEE (Local Newspaper)

Limited English speakers can obtain positions as packers or drivers. Although all job applicants take a basic skills test it was reported that this is not the determining factor in hiring. Applicants must be comprehensible in the oral interview with good pronunciation stressed. This employer reported that good English skills greatly improved an applicant's chance of being hired.

Interpersonal skills were reported to be very important since employees must work well with managers and peers and many may also encounter the public. Employees must be able to follow instructions efficiently.

It was reported that first impressions are important; how applicants dress and the way they behave from the moment they step into the building are observed by all members of staff. Receptionists who receive job applicants are asked to take notes and an applicant could be rejected because of inappropriate behavior prior to the interview. Applicants are expected to treat all employees with respect.

Pages 164-165: Dialogue Planning Assignment

Before tackling this activity, prepare for it by doing a brainstorming exercise. Invite students to make suggestions about what to say if they walk into a business looking for work. Prompt students with questions; **What will you take with you if you walk in to a business to ask for work? What is the first thing you will say? Who will you ask to speak to? What will you do if you get a very short and/or rude response? How will you remember who you spoke to at the business and what they said?** After getting input from students, refer them to pages 164 and 165. Working in pairs or small groups, ask students to prepare statements that would be appropriate for the blank dialogue lines. Allow the groups ten/fifteen minutes to complete each dialogue and then do role plays with several different students having the opportunity to play the **You** character in each dialogue. After listening to each version of the dialogue, ask other students to give feedback and prompt with questions; **Is that an appropriate thing to say? Is that a polite way to say it? Is there anything else he/she could include?** Ask the whole class the questions listed at the bottom of pages 164 and 165. These questions prepare students for the next activity which presents a model for recording necessary information about "walk in" job search visits. It is helpful if students are given the opportunity to suggest strategies independently, prior to encountering the written suggestions for how to structure a "walk in" job search.

Page 166: WALK IN JOB SEARCH

This text presents most of the answers posed during the previous activity. It presents a table that students could use during their job search to record the important information about each place they visit. Teachers could involve students in creating a check list from the information on this page, perhaps in the form of;

Don't forget to take.....
Don't forget to ask.....
Don't forget to check.....

Pages 167-170: READ THE HELP WANTED ADS.

The vast majority of refugee students do not secure initial employment by responding to newspaper advertisements. However, part of the purpose of this

course is to promote independence and give students skills that will endure over time and empower them to be proactive in their career advancement process. Though initial employment may not result from scouring the Help Wanted Ads, at a later date students may be better equipped to take advantage of this job search method as a result of having been introduced to it in the context of this employment preparation course.

It is recommended that teachers briefly paraphrase, in an oral presentation, the information on page 167. Get multiple copies of a newspaper with a substantial Help Wanted section and distribute them to small groups of students. Direct students to identify jobs that they can apply for **right now** and which ask applicants to either call or apply in person. Emphasize the highlighted information which appears on page 169 and ask students to follow the instructions. Remind students to keep the draft conversations they develop since they could be helpful in the future. Recommend that students keep copies of these drafts in their employment preparation portfolios.

As the teacher monitors dialogue development, students should be reminded that they have a potential asset if they have a positive attitude, even if they lack experience, education and/or training. Teachers can reinforce this point by referring to the following input received from a survey of employers in Fresno County in February 1996.

PRODUCERS DAIRY - Producers Dairy reported that it was very willing to provide training to employees thought to be worth an investment of time. During the interview, the employer is trying to assess one basic set of issues. "Does this individual really want the job and do they care about how they will perform on the job?" This employer reported being very impressed with a job applicant who had no relevant work experience but responded to questions about whether he had ever done similar tasks to those he would meet in the work place by saying, "I've never done that, but I know that I can."

It was also reported that experience gained as a volunteer or in a refugee camp would be looked on favorably by this employer, especially if described on a resume or personal information sheet. A person with limited English skills has just been hired and the main strength of the employee according to the employer was that he came to the interview with a personal information sheet which listed previous tasks he had performed. This was enough to convince the employer that, despite the applicant's limited English skills, he would be able to perform the necessary tasks on the job.

Page 171: LOOKING FOR A JOB - LETTERS

If possible, time this activity so that reading the letters can be given as a homework (work project) assignment. Ask students to consider the following questions as they read the letters.

1. How many different kinds of job search methods are talked about in the letters?

2. How do most people find jobs in the country you come from?

3. What does writer A mean by "**be audacious**"?

4. Why did writer B feel "hopeless and nervous"?

5. Do you think writer C is realistic?

6. Write D says "learn more about work activities and anything related to job hunting." Why do you think he/she gives this advice?

7. Why do you think writer E feels lonely? Did you feel that way when you came to the United States?

Using these questions as a starting point, invite students to share their perspectives in an oral discussion. This is a good opportunity to ask students how job search experiences in their country of origin would differ from the strategies they will need to employ in this society. It is important to affirm that different strategies are just exactly that - different, not right or wrong. Some students feel an implied criticism of their own cultural practices when undergoing training in western oriented employment preparation courses. It is important for teachers to listen to students' accounts of how employment and employment preparation are structured in their respective countries of origin. It is also important to acknowledge that the proactive "sell yourself" philosophy of job search strategies in the United States is just one of many different possible strategies. It is certainly different from other, similar societies (for example European countries) where such assertive approaches to self promotion can be viewed as too overt and brazen. Many Southeast Asian students profess to feeling embarrassed when having to present themselves with what feel like self

congratulatory statements. It is often considered much more appropriate to present oneself to an employer with statements such as, "You can hire me if you want to, it's up to you." or "If you want to hire me, that's O.K. If you don't, that's O.K too." It is very important that teachers give students the opportunity to explain why they feel these kind of statements are appropriate. If a teacher can identify the intention of the student, (perhaps to show respect for the employer, acknowledge that the employer has the right to decide if the applicant is qualified/worth employing), it can create an opportunity to demonstrate how, in this society, it might be necessary to use different kinds of strategies and statements to convey the same message.

Pages 172-173: TEST YOUR VOCABULARY!

As in Unit 1.

8. APPLYING FOR A JOB

UNIT OBJECTIVES

To introduce students to application forms.

To help students understand the importance of listing information accurately.

To provide students with intensive practice in filling out application forms using appropriate language.

To prepare practical tools which will help students to complete application forms at a later date.

Page 175: CARTOON INTRODUCTION

1. Ask leading questions to direct students' thinking. Introduce the main character. **"This is Lee. Where does he work? What are his job duties? Does he like his job? Why do you think he is working in a job that he doesn't like very much?"** Students may give a variety of answers which are likely to include comments about Lee being unable to get a different kind of job and not having good enough English skills to get a better job. Try to lead students to a more proactive opinion of Lee. Try to elicit suggestions that Lee is working as a dishwasher as part of a long term plan. Knowing that he needs good, local work experience to improve his chance of getting a decent job, he decided to apply for a job he knew he could do. It's a means to an end.

2. **"Where does Lee go on Monday? Who is he talking to? What is he asking about? What does the Job Developer/Counselor suggest?"** Use this discussion as an opportunity to review some of the concepts that have been addressed in previous chapters. Ask students how long they think Lee needs to work at the China Garden restaurant before it is reasonable to look for another job. Ask them how many different people Lee should talk to about finding a job somewhere else, how many different job search methods he should use if he is really serious about finding a better job.

3. **"Where does Lee go on Tuesday? How does he look? How do you think he feels? What kind of job do you think he is applying for? Do you think he has a good chance of getting it?"** Suitable dress and conduct for the application and interview process can be touched on at this point. Emphasize that even when you are going to pick up an application form or ask for information, you should dress and behave appropriately.

4. **"What is Lee doing?" Does he have something to write in the Experience section of the application form? Do you think this will help him to get the job at the A.C. Company? Does it matter if his experience at the China Garden restaurant is not related to the work he would do at the A.C.Company? What does his work experience tell the personnel staff at A.C.Company? Do you think it's easier to get a job when you have a job?"** This is a good opportunity for teachers to reinforce with students that work experience is vitally important. A first job is just a stepping stone and is not necessarily the job that someone will stay in forever.

Page 177: TARGET VOCABULARY

Present as in Unit 1.

Pages 178 and 179: APPLYING FOR A JOB - REVIEW

This is a review activity and revisits some of the issues covered in previous units. Ask students to work on the activity in small groups. Give the class a limited period of time to complete the task, perhaps fifteen minutes. When the time is up, ask representatives from each group to share their answers. Brainstorm as a class on the suggested phrases and work together at improving them and coming up with the best possible answer. This can be done by asking a representative from a group to come to the board or overhead and write up the group's suggested phrase. The whole class then critique's it and suggests improvements. The teacher adapts the phrase that has been written up on the board. When all the questions on pages 178 and 179 have been considered, a solid list of phrases for students to use should remain on the board.

Pages 180 - 183: GRAMMAR PRACTICE! THE SIMPLE PAST ON APPLICATION FORMS

Though students may find it useful to have the information on these four pages to refer to, it is not a very fruitful exercise for teachers to have students simply read it through. It is probably most productive for teachers to digest the information and then lead students through some questions which will help them to discover the structure of the simple past tense and the appropriate situations for using it. Teachers can then move on to the separate but related issue of the use of a truncated form of the simple past tense on application forms. Students should be instructed to close their books for the teacher's presentation of the material covered on pages 180 and 181. Once the presentation is completed, students can refer back to these pages but their comprehension will be much better if they are actively engaged in the questions posed by the teacher who will be assisting students to discover the general practice rules for using the simple past for themselves.

Teachers can use questions like the following to teach use of the simple past.

(Write up example sentence on board) *I am moving out of state next month.* **"When am I going to move? Is it something I am doing right now? What about if it is something that I have already done, it's in the past and is now finished, how would I write the sentence?"** Brainstorm from class and when correct sentence is suggested, write it up on the board.

Follow the same procedure for a number of other sentences which use **regular verbs.** Write them in a present, continuous or future tense and ask students how the sentences would be written if the action was completed in the past. When several examples have been handled in this way, ask students to look at the pattern. Compare the infinitive form of the verb and, using the sentences as examples, ask something like, **"So what happens to the verb if we want to show that the action was completed in the past?"** Students should then be able to identify and state the general rule on page 180. If the verb is regular, adding **ed** (or just **d** if the verb already ends in **e**) will make it show that the action was completed in the past.

Then write up some examples in present, continuous or future form for irregular verbs and ask students what happens to these verbs if we want to show

that the action was completed in the past. Most students will know the past forms and the teacher can demonstrate what is stated on page 181; you must learn how to change each irregular verb into the simple past tense. There are no rules to help.

A similar approach can be used to review the procedure for making questions. Teachers ask, **"So what happens if we want to make a question out of a sentence that shows an action was completed in the past?"** Demonstrate what is stated at the foot of page 181, that it is the "helping verb" that takes the past form, not the action verb.

Look at the first two paragraphs on page 182 with students and then direct them to work in pairs to complete the activity. Review as a class and compare the phrases. Page 183 can be developed with more examples given by the teacher to the class to practice formulating appropriate duties for various different positions in the simple past tense.

Pages 185-187 APPLYING FOR A JOB - EMPLOYMENT HISTORY

Brainstorm with the class; **"What are some important things to remember when you fill out an application form? Can you fill it out in pen or pencil? Can you copy information from a paper you have taken with you? What does an employer think if there are mistakes on your application form? What is the most important part of the application form? Why does the new employer want to know the name and phone number of your last employer? What will she think if she calls your last employer and the number is wrong? What can you do to make sure that the information you write down is correct?"** Elicit answers to these questions orally and introduce the idea that it is O.K. for job applicants to take written information with them to assist in filling out application forms. Direct students to pages 186 and 187.

These pages should be filled out using the past simple without a personal pronoun. Issues to reinforce; names, addresses and phone numbers of employers MUST be correct. Writing must be neat. This form can be filled out in pencil, but real application forms must be filled out in pen (preferably blue or black). Assign this as homework (work project) if possible and then work over it with students during class time. Encourage students to work as

teams to review each other's history sheets. Remind them that almost all workplaces now involve a team work approach to assignments. Success on the job involves the ability to work together and assist each other.

Pages 188-189: APPLYING FOR A JOB -REFERENCES

Before completing this activity, brainstorm with students about who they think would be suitable references. Perhaps ask first for a list of general qualities that people writing references should and should not have. Again it is vitally important that job applicants list their references with all names and titles spelled correctly and that contact information is correct and up to date. Talk through the **References** list sheet on page 189. Talk through with students who might be appropriate individuals to list. Reinforce the fact that you have to ask your references first before listing them. Assign a homework (Work Project) project for students to contact the people they think would be good references, ask their permission to use their names and then complete the form. Remind students that pages 186, 187 and 189 and to be used in the future when they go to apply for jobs and need an accurate record of information which is asked for on the application form.

Pages 190-211: FILLING OUT THE APPLICATION FORM

The purpose of this activity is to show students, through exposure to real application forms, that much of the information they will be asked for is fairly standard and predictable. Filling out an application form is not usually considered a test apart from assessment by the employer of a potential employee's ability to follow instructions. There is no excuse for filling it out poorly. If accurate and correct information (in the form of Employment History and References sheets and perhaps a model application form already filled out) is taken by the applicant, the only thing to concentrate on is copying it correctly and neatly. Messing up the application form is a foolish way to lose the opportunity of a job!

In addition to following the instructions on page 190, teachers may want to draw students' attention to some specific items on some of the application forms and discuss why the questions are asked on that particular form but not others.

For example, on page 191, the Restaurant Enterprises Group application form asks **Are you of legal age for serving alcohol?**

Encourage students to fill out as many of the sample application forms as possible. Encourage them to use the best one as the model form which they can take with them to copy in the future.

Pages 210 and 211 cover information to be reviewed with students. This can be done in a number of different ways, including a timed brainstorming session in groups - for example, list ten things you must always do when you fill out an application form. Teachers can make oral questions out of the Remember! items on page 211 to review and get feedback. Some of the issues need continual reinforcement, for example the fact that experience in refugee camps **does** count for something when applying for a job.

Page 212: TEST YOUR VOCABULARY

As in Unit 1.

9. RESUMES

UNIT OBJECTIVES

To introduce students to the concept of presenting personal information in written form.

To promote the idea of "selling yourself" using a resume or personal information sheet as a tool.

To help students to develop the skill of presenting abilities they have acquired previously (through experience in refugee camps or country of origin) as assets that are applicable to the local job market.

To provide students with the opportunity to practice writing "I Can" resumes.

To create a good copy of an "I Can" resume for use in the future.

To introduce the concept of planning for the future.

Page 213: CARTOON INTRODUCTION

Ask leading questions to direct students' thinking. **"What is this man doing? Does he need skills and training to do this? Do you think he likes his job? Do you think he wants to do this forever? What do you think his long term goal is? How can he describe this job when he is looking for another job? How can he describe his skills?"** Try to elicit more from the students than simple answers about cooking. The man needs to be able to follow instructions, perhaps work at speed and/or under pressure, work well as part of a team, communicate with co-workers, it's possible that he also needs to be aware of kitchen inventory and food ordering needs. There is a great deal more to this job than just cooking. The important thing to do in this introduction is to start students thinking in terms of <u>how to describe their abilities</u> - which is the bottom line for the concept of an "I Can" resume. Do the same procedure with the second picture. Also direct students to look at the small resumes printed on this page (they appear later in the unit, full size). Ask leading questions about whether the two individuals have work experience

in the United States. Lead students to consider the idea that just because an individual does not have work experience in the United States does not mean that they do not have skills and abilities that are applicable to the work environment of the United States. This idea will be revisited many times in this Unit.

Page 215: TARGET VOCABULARY

Present as in Unit 1.

Pages 216 &217: RESUMES AND PERSONAL INFORMATION SHEETS

This introductory activity is an opportunity to talk about the idea of selling yourself. This is a new concept for many students and not one that is easily digested. The little cartoon at the bottom of page 216 can be used to "back in" to what "selling yourself" actually means. Most students understand that the man advertising himself for sale in this way is not what selling yourself is all about, but advertising yourself and your skills is very definitely necessary. This is a process which is extremely uncomfortable for students from other cultures where self congratulation and promotion are considered inappropriate, rude and unwise.

Though the information on page 216 is important, the activity on page 217 is what will really communicate the message most effectively to students. Teachers may want to ask students to review these pages in advance or do a simple read aloud activity in class to cover the text. The car activity on page 217 is to be completed in pairs. Give a fixed time period for completion of the activity, perhaps 15 minutes, and then go around the room, calling on pairs in turn to read and explain one of the things on their list. Teachers should moderate discussion around the questions on page 217. Obviously it is necessary to be honest about the car and not misrepresent information, but it is perfectly legitimate to emphasize the things about the car which make it suitable, appropriate and desirable for that particular buyer. If talking to a different buyer with different needs, the seller would emphasize different issues. It is important to know things about the buyer so that the seller can tailor the description accordingly. Once this activity is completed, it should not be too

difficult to draw out the analogies between this situation and selling yourself in the context of a job search. Applicants should find out about the job they are applying for, they should present themselves according to the needs of that job, they should emphasize things about themselves that are relevant to the demands of that particular job and the skills and abilities that they emphasize will vary according to the particular position that they are applying for.

Page 219: RESUMES AND PERSONAL INFORMATION SHEETS

This activity should be used as a comprehension check and can be given as a homework (work project) assignment. Teachers may want to assign it in a very formal way and have students turn it in for review or use the written answers as the basis for a discussion in the following lesson.

Pages 220 &221: TIMELINE!

This activity is designed to introduce the concept of goal setting and will probably be incredibly difficult for students to complete. Many students are inclined to say that they don't know what will happen to them. This really gets to the whole point of the conceptual issues that this course tries to convey to Southeast Asian students. To be professionally successful in this society, adults are asked to be much more proactive in their life planning, to accept much more responsibility for their destiny than may have been their habit previously and to be assertive in their efforts to achieve specific and realistic goals. They are being asked to accept that they can influence the course of their own lives in ways that they may not previously have considered. Teachers may need to do a lot of prompting and encouraging to get students to understand that they can write something down even if they don't know for sure if they will be there, doing that when the time comes.

The last paragraph on page 221 introduces the idea of long term goals. This is also a key concept since it is important to the success of this course that students understand that they are being encouraged to pursue entry or low level job opportunities not because they are not worth or capable of doing more, but because such jobs are realistic and practical first steps on the ladder. They represent short term goals that are stepping stones to long term goals.

Pages 222-225: RESUMES

The two resumes presented in the next few pages are the same as those on the unit cover page. The purpose of presenting them is to illustrate that even someone with no U.S. based work experience can prepare an "I Can" resume which will help to show a future employer what he/she can do. This exercise also emphasizes the fact that experience gained in a refugee camp is as valuable and relevant as the way it is presented.

Teachers could make an overhead transparency of the resumes. Ask students to close their books and then formulate oral questions, similar to those asked at the beginning of the unit about the individuals' background experience. From the resumes alone it is not possible to tell where the experience was gained. Point out that these resumes are not like an application form which must give very specific information about previous jobs. The purpose of the "I Can" resume is to highlight for the employer WHAT THE WORKER CAN DO. Many employers have reported that for entry level and similar positions, basic abilities are the bottom line. Employers want to know if the applicant is capable of doing the task. The "I Can" resume can help to show the employer what an applicant is capable of doing. It may be the case that experience as a Ban Vinai medical inventory checker is not directly relevant experience for jobs in the United States, however, the **skills** that are learned as a medical inventory checker in Ban Vinai are definitely relevant to the job of stock room clerk in the United States.

Discussion of the resumes also provides an opportunity to revisit the concepts of short and long term goals. The Sihavong resume and background information clearly show how the initial employment goal is short term and related to the long term and different employment goal.

Pages 226 - 229: WRITING YOUR OWN RESUME

This is one of the most difficult activities in the unit. Teachers should try to solicit help from volunteers who can come into the class for the duration of the activity to assist with monitoring student partnerships. Students typically need a lot of help filling out answers to the questions on page 226. Establishing a Job Objective is especially difficult. The criteria for this is that it needs to be a job

that the student could realistically apply for and do right now. There are several stages to the activity.
Stage 1. Complete questions on page 226.
Stage 2. Consideration of questions on page 227. For example, do I have formal education in this country, is it relevant to the job I will apply for? Will I include information on my education or will I leave it blank? What am I going to describe on my "I Can" resume? What skills do I have that are relevant to the job I want to apply for.
Consideration of these questions is extremely time consuming and intensive and that is why it is very helpful to have a solid team of volunteers to work with students on this activity.
Stage 3. Filling out the information drafted in rough in Stage 2 on pages 228 and 229. This is again very time consuming and intensive. Keep the volunteers around.
Stage 4. If possible, provide students with the opportunity to produce their "I Can" resumes on a word processor. Allow time for several revisions. The finished product should be something that students can use in the future, although teachers should stress that the resume should be adapted depending on the job being applied for.

Pages 230 and 231: GRAMMAR PRACTICE - MODAL AUXILIARY VERBS - CAN -COULD

The choice of this grammar practice activity comes obviously from the "I Can" resume. Teachers are recommended to use the kind of approach to teach this grammar point which is described in previous units. Ask students to close their books and lead them in oral questions (with demonstrations on the board) which will result in the discovery of the issues governing the appropriate use of **can** and **could** for themselves.

Page 232: TEST YOUR VOCABULARY!

As in Unit 1.

10. INTERVIEWS

UNIT OBJECTIVES

To provide students with the opportunity to practice answering typical interview questions.

To help students understand the importance of appropriate appearance and making a good first impression.

To make students aware of some of the pitfalls to be avoided when interviewing.

To demonstrate how loudly body language can speak.

Page 233: CARTOON INTRODUCTION

Ask leading questions to direct students' thinking. It is hoped that the cartoon is accessible to students, though it is possible that they may have had limited exposure to punk rockers and mohican hairstyles. This cartoon might be more up to date if the characters were dressed in ultra baggy clothes with pants slung too low on the hips and long waves of hair in their eyes. However, with a few well chosen questions teachers should be able to ensure that students understand how radical the characters' appearances are. Teachers should point out the hairstyles, earrings, tattoos and make up. This can lead to interesting discussions about when it is appropriate to wear this and other radical kinds of dress, what kind of jewelry and make-up are appropriate for work and interviews and what statements are made when going to extremes. There is also ample room for discussion about attitudes. The lead character in picture 3 makes a very limited decision, "I want a job." Teachers can ask why students think he wants a job and if this is the same as wanting to work. Perhaps the overriding reason is that the character wants more money. Teachers can point out that wanting a job is not necessarily the deciding factor in the process of obtaining one.

The last picture is probably the most significant and teachers can ask students to consider the attitude of both job applicant and interviewer at the ABC Co. The

job applicant doesn't seem to have any idea of the bad impression he has made or the reasons why. Teachers can ask students to consider what the interviewer was expecting.

Page 235: TARGET VOCABULARY

As in Unit 1.

Pages 236 - 239: THE INTERVIEW

Ask students to complete the activity on pages 236 and 237 as a homework (work project) assignment. Review orally in class and lead a discussion around the issues that are raised, especially if there is disagreement about the correct answer. Ask the questions that appear on page 237 orally. Emphasize the fact that an interview completed with insufficient research and preparation is a complete waste of time and is the same as throwing the job away.

The questions that appear on page 238 are one version of the fifteen most often asked questions. There are many sources for such lists and there are other questions which might also be as likely to occur in a typical interview. Teachers may want job developers and/or employers in their area to look over the list of questions and give feedback. The purpose is to prepare students for what they are likely to encounter in a job interview, therefore every effort should be made to ensure that the questions are relevant and appropriate.

Students may be reluctant to do the activity on page 237 which requires pair work practice of asking and answering the fifteen questions. Lots of encouragement will be needed. Most students want to write the answers down. Teachers should encourage them to do the activity orally first and then, with more thought and time, as a homework (work project) written assignment. (Page 239). Class review can involve collective agreement on the best answers to the questions. These model answers can be written up on the board. This is also a good time to brainstorm other questions which might be asked.

Pages 240 and 241: TEN WAYS TO FAIL A JOB INTERVIEW

Divide the class into ten groups. Assign each group one of the items listed on these pages. Ask the groups to read and discuss their item and then paraphrase it orally to the rest of the class. This is a difficult task, but practice for a vital critical thinking skill. Ask students not to refer to their books as they make their brief oral presentations.

Pages 242 and 243: INTERVIEWING PROCESS AND APPEARANCE

Introduce the first page by asking questions. **"How long do you think the average interview lasts? At what point in the interview do you think an interviewer makes a decision? Do you think an interviewer might change her mind during the course of the interview? How many phases of an interview do you think there are?"** Teachers may want to get input from students and then refer to the book for the answers at the end of all the questions, or the answer to each question could be provided by the teacher orally, with reference being made to the book only when the phase question is asked. One of the important points to make is that although the second phase appears to be the most important, it is during the first phase that most decisions are made.

Teachers can conduct page 243 as a brainstorming activity, either as a whole class or in cooperative groups. (1) Ask students to write a definition of a good interview appearance.

(2) Ask students to write a list of things they **should not do** with regard to their appearance and interviews.

(3) Ask students to write a list of things they **should do** with regard to their appearance and interviews.

(4) Ask students to write one sentence explaining why appearance is so important.

(5) Refer to the book for comparison of ideas - no-one is right or wrong, students may think of some very good issues that are not listed here.

Page 244: DOS AND DON'TS OF JOB INTERVIEWING

Assign this page as a review homework (work project) assignment. Review in class orally or collect as a formal assignment.

Pages 245 and 246: GRAMMAR PRACTICE! IMPERATIVES

This activity is very straight forward and it is likely that students can complete it on their own. Teachers can assign it as a homework (work project) assignment and then review in class, or ask students to work on it in groups or simply present it to the class on an overhead transparency. Students can call out suggestions for the 5 positive and negative sentences on page 246.

Pages 247 and 248: TEST YOUR VOCABULARY!

As in Unit 1.

Page 249: SOME QUESTIONS YOU CAN EXPECT TO BE ASKED

This is a review activity designed to keep students thinking about how to respond to challenging personal questions that they might not have expected. Brainstorm answers or spot check around the room, throwing questions out at random.

11. INTERVIEWS 2

UNIT OBJECTIVES

To expose students to some possible interview scenarios.

To further prepare students to recognize what interviewers are trying to find out when they ask questions.

To provide students with the opportunity of doing "mock" interviews recorded on videotape.

To help students understand the importance of "follow up" and the details that might mean the difference between getting and not getting the job.

Page 251: TARGET VOCABULARY

As in Unit 1.

Pages 252 -259: THE INTERVIEW

The most effective way to present the activity on the next 7 pages is to find volunteers to pre-record the scenarios. If possible use people with appropriate accents. If this is not possible, use students in the class to take the roles in the scenario. After reading the first scenario, ask students to complete the list of 5 wrong things done by Keodone on page 253. Ask them to work alone and then read the scenario through again. Review the list as a class and see what the total number of errors committed by Keodone ends up being. The list should generate discussion on a number of different issues and it is important that students learn from Keodone's experiences. Teachers should be sure that students can transfer the list of mistakes into a list of recommendations and write them up on page 254. This last part of the activity could be given as a homework (work project) assignment.

Repeat the same procedure for Blia Moua's interview. After having students read the scenario, ask them to fill out one of the sentences on page 257. Read

the scenario again and then take a poll to see how many students think that Blia Moua did or did not get the job. Have students read the next scenario to find out the answer. Most students believe that he will not get the job but many are surprised to discover that Mr Watson thinks he could do the job well - it wasn't his lack of job related skills that prevented him from getting the job, it was his inability to describe his skills (sell himself) during the interview. This is the single most important issue of this activity. Assign the follow-up questions on pages 258 and 259 as a homework (work project) assignment.

Pages 260 and 261: DIFFERENT WORDS - SAME QUESTIONS!

Ask students to complete this activity in pairs, in class and then review as a class. See how many different versions of the same question the class can come up with. Start students off with several examples. Students who are very well prepared for interviews have often been completely foiled by a rephrasing of an otherwise familiar question.

Pages 262 and 263: GRAMMAR PRACTICE! CONTRACTIONS

The first part of this activity is very straightforward. Once students have refamiliarized themselves with contractions, teachers may want to make a board presentation to demonstrate the difference between contractions and the indication of possession as outlined in the student text.

HIGHLY RECOMMENDED OPTIONAL INTERVIEW ACTIVITY

If possible, arrange for individual students to have the opportunity to go through a "mock" interview with a Job Developer or a volunteer employer. Have students prepare an application form and/or an "I Can" resume. Help them to identify a suitable job for application. Set up the mock interview as formally as possible and schedule students for ten minute interviews. Review appropriate appearance, conduct and body language. Prepare a simple evaluation form for the interviewer to fill out on each student. Encourage

students to practice with each other and talk up this event so that adrenalin is high. If this experience makes students nervous and a little anxious, it will actually help them more effectively to prepare for the real thing. When students do encounter a real interview, it is hoped that the nervousness and anxiety won't be quite so new, strange and debilitating.

If at all possible, arrange for these mock interviews to be videotaped. This can be done very effectively and with the minimum of disruption. Position the camera on a tripod in a corner of the room so that the interviewer and interviewee are included in the shot. Set the camera on "record" and push the pause button. Show the interviewer how to set and release the pause. This way he or she can release the pause when the knock on the door of the interviewee is heard. The interviewer sits after releasing the pause, asks the interviewee to enter and the camera is already recording, with no disruption to the interview and perhaps without any awareness on the part of the interviewee that he/she is being recorded. When the interviewee leaves the room, the interviewer hits the pause button and then fills out the evaluation form. When the next interviewee knocks on the door, the interviewer releases the pause button again. Review of the videotaped interviews in class is one of the most effective activities in the course. Students learn volumes from seeing themselves interviewed and from peer critique which is often extremely supportive.

Pages 264 - 267: FOLLOW UP! READING ASSIGNMENT

This activity is called a reading assignment and it should be given as such. Teachers could assign it to students as a silent, in-class reading and comprehension exercise which they will complete on their own. Or students can be asked to read the text as a homework (work project) assignment and then the true\false activity can be given as an in-class exercise. To inject some element of test into the activity seems to work well since the interview really can be the "make or break" of the job search process and it should therefore be taken very seriously.

Pages 268 and 269: TEST YOUR VOCABULARY!

As in Unit 1.

12. CAREER PLANNING

UNIT OBJECTIVES

To introduce students to the concept of building a career ladder.

To help students understand the benefits of long term planning.

To demonstrate how work and study combined is the most efficient way of building a durable career.

To help students begin the process of planning their own careers.

Page 271: CARTOON INTRODUCTION

Ask leading questions to direct students' thinking. Present the cartoon with an overhead transparency if possible.

1. **"This is Prasath. What is his job? What does he want to do? Why do you think he wants this job? Why is he working as a janitor if he wants to be an auto mechanic? Why doesn't he get a job as an auto mechanic right now?"**
2. **"Why does he go to the City Vocational School? Who does he talk to? What does he want to know? What kind of questions does he ask?**
3. **"What is Prasath doing now? Is he still working as a janitor? Does he like working as a janitor? Where does he go during the evening? How do you think he feels? Is it hard to work and study at the same time? Why does he want to do it if it's so hard?"**
4. **"Now where does Prasath work? Is he happy? How long do you think it took him to complete his training? Do you think you could work and study at the same time? Why/why not?"**

Page 273: TARGET VOCABULARY

As in Unit 1.

Pages 274 - 285: CAREER PLANNING - CAREER LADDERS

The text on pages 274 and 275 covers ideas that are hard for many students to accept. Teachers may want to allow considerable time for discussion of these issues. Assign the text as a homework (work project) reading assignment and ask students to complete a "What do you think about it?" sheet during the following class. While testing comprehension and to give students something to focus on while reading the text, this can also be helpful for the teacher to discover the issues that are the biggest stumbling blocks for students. One of the biggest is usually the debate over whether one should approach education and employment in a sequential or concurrent manner. Many students are firmly committed to the notion that they must complete their high school diploma and two year college degree before they even start thinking about employment. Input from employers suggests that this is not a beneficial approach. Education and training that have no application are relatively empty assets to offer an employer. It is also true that language acquisition is speedier when adults are in situations which have naturally occurring language demands, as opposed to the relatively sterile and artificial classroom situation alone. These ideas are usually a "hard sell" and teachers can be prepared for lively disagreement.

A possible format for the "What do you think about it?" sheet is given below. This is also a useful exercise in itself since it exposes students to a questionnaire format that they might not have encountered before but are likely to interact with in the workplace and other locations. This also provides another opportunity to review some math and critical thinking skills. Students can be asked to report their scores for each item and then percentages and fractions can be calculated, plotted on a graph or table etc.

WHAT DO YOU THINK ABOUT IT?

Circle a number for each statement.
Strongly agree 5 Agree 4 Not sure 3 Disagree 2 Strongly Disagree 1

1.The most important thing in the U.S. is work experience.	5 4 3 2 1
2.If you want to get a good job, you must begin at the bottom and work hard to get up to the good job.	5 4 3 2 1
3.You need a high school diploma to apply for a good job.	5 4 3 2 1
4.If you do not get work experience at the same time as studying it will be very difficult to get a good job.	5 4 3 2 1
5.Employers want workers who understand what it is like to work in the United States.	5 4 3 2 1
6.The best way to climb up your career ladder as quickly as possible is to work and get some education at the same time.	5 4 3 2 1
7.Education does not only come from school.	5 4 3 2 1
8.We can learn as much from other people and the world around us as we can from an ESL classroom.	5 4 3 2 1
9.When you go to work, you have the chance to practice what you have learned in the classroom in a real situation.	5 4 3 2 1
10.If your goal is to get a good education, going to work full-time or part-time while you study is one of the best things you can do to help yourself get to that goal.	5 4 3 2 1
11.The United States is full of people who started at the bottom and worked their way up to the top.	5 4 3 2 1
12.The sooner you start, the faster you will get to the top.	5 4 3 2 1

Using the statistical feedback from students' "What do you think about it?" sheets, teachers can ease into a more general discussion. Ask students to exercise their critical thinking skills by justifying their opinions. Ask leading questions such as, "Why do you strongly agree? What makes you unsure?" Students can be asked to refer to the various career ladders on the next 9 pages in the course of the discussion to illustrate the ladder analogy, or teachers can address these separately. The most important point to emphasize once again is that an entry level position is just a starting point. Advice to take such a position is not motivated by discriminatory opinions that refugees and immigrants are only good for low level work, rather it is a realistic acknowledgement of the necessary process for career building in this society. Draw students' attention to the requirements listed in some of the ladders when they refer to the minimum experience necessary for an applicant to have a chance of securing the position. Just as there is no short cut to acquiring a high school diploma, there is no short cut to acquiring relevant and appropriate work experience.

Pages 286 and 287: GRAMMAR PRACTICE! Comparing Things That Have Something in Common

The mechanics of this activity should not be too challenging for students. The content of the example sentences is what carries the real weight. Teachers can make an initial presentation to demonstrate the construction and work through the first 4 questions with the class. The last 3 questions requiring sentence construction can be given for students to do on their own or with a partner with class review afterwards.

Pages 288 - 296: PLANNING YOUR OWN CAREER

This activity uses an analogy to demonstrate important aspects of long term planning for students.

Mr Kem plans his route: Ask students to close their books. Make an overhead transparency of the map on page 291. Read the text on pages 288 and 289 and point out the locations that are mentioned. Ask students to open their books and to follow the instructions at the end of the text on page 289. When they are finished, use two different overhead marker pens to draw the two different routes that Mr Kem could take and mark the stop lights on each route. Ask

students which route they would take.

Mr Kim plans his career: Make an overhead transparency of page 294. Read the text on pages 292 and 293 aloud, while students have their books closed. Circle the "Working Full-time Studying Full-time" box with the same color marker pen as Mr Kem's freeway route. Circle the "Working Full-time Studying Part-time" box with the same color pen as Mr Kem's slower street route. Talk through the different experiences with students. Ask them which one they would choose. Discuss the strain on family that such a demanding work and study load can involve. Discuss strategies to handle possible problems.

Planning Your Own Career. Make several large posters of the information on pages 295 and 296 to display around the classroom. For example, see next page.

PLANNING YOUR OWN CAREER

YOU MUST HAVE A PLAN!

YOU MUST BE READY TO CHANGE YOUR PLAN IF YOU MEET A PROBLEM.- BE FLEXIBLE!

YOU MUST BE DETERMINED TO FOLLOW YOUR PLAN EVEN IF IT IS VERY DIFFICULT

YOU MUST BE READY TO TAKE ADVICE FROM PEOPLE WHO CAN HELP YOU

ARE YOU READY?

STEP 1
DECIDE ON A REALISTIC LONG TERM GOAL

STEP 2
LIST ALL THE EDUCATION AND TRAINING REQUIREMENTS

STEP 3
DECIDE HOW LONG IT WILL TAKE YOU TO COMPLETE THE EDUCATION AND TRAINING REQUIREMENTS

STEP 4
LIST THE WORK EXPERIENCE YOU WILL NEED BEFORE YOU CAN REACH YOUR GOAL

STEP 5
DECIDE HOW LONG IT WILL TAKE TO GET THE WORK EXPERIENCE

STEP 6
DRAW A "LIFE MAP" TO SHOW HOW YOU ARE GOING TO REACH YOUR GOAL

There are a number of different ways that the Step 6 "Life Map" can be drawn up. Hopefully, students will have a realistic long term goal by this point in the course. However the actual "map" is drawn up, the objective of this activity is to illustrate in visual form, the route that needs to be taken in order for the goal to be achieved. Students need to consider and be realistic about the "stop lights" they will encounter as well as the possible "freeways" they could take advantage of. If these can be represented with written descriptions alongside, as in the case of Mr Kim, students should be assisted to see the different stages that they will have to go through in order to achieve their goal. It is often true that students do not have a clear conception of what their long term goal is, nor that they need to plan a succession of steps in order to achieve it. Drawing a "Life Map" helps to make the process more concrete.

When the "life map" is complete, encourage students to set a realistic time frame and have them sign and date the statement at the end of page 296. This is an opportunity to reaffirm the serious commitment and determination required to be successful.

Page 297: CAREER PLANNING - MOVING FORWARD

Divide students into four groups. Assign each group one of the letters and ask them to read it, discuss it and summarize it for the rest of the class. Lead students into a discussion on some of the issues raised in the letters.
- Training leads to better work
- You never stop learning, even when you have finished your diploma/training course/degree
- Previous work experience helps to make you qualified for better jobs
- More than one family member must work in this country in order for a family to be self sufficient
- Good jobs are challenging jobs and require hard work and commitment, you can never relax and take it easy in a job.

Pages 298 and 299: TEST YOUR VOCABULARY!

As in Unit 1.

13. ON THE JOB RELATIONSHIPS

UNIT OBJECTIVES

To prepare students to cope with some of the possible sources of tension "on the job."

To make students aware of the advantages of establishing relationships with co-workers.

To help students understand that good work relationships are the responsibility of everyone at the workplace, including supervisors and managers.

To encourage students to think about work place expectations and how these might differ from past experiences of working.

Page 310: CARTOON INTRODUCTION

As with previous cartoon activities, ask leading questions to direct students' thinking. In questions put to students, emphasize the reasons why the main character does not eat and socialize with her co-workers from different perspectives - hers and theirs. Explore how this could be a source of misunderstanding. Invite students to suggest how the main character could benefit from socializing with her co-workers, perhaps discuss the possibility that they don't want her to sit with them, although from the cartoon they look friendly.

Page 303: TARGET VOCABULARY

As in Unit 1.

Pages 304 - 309: ON THE JOB RELATIONSHIPS

If possible, pre-record the scenario between Blong and Mai with volunteers of suitable accents. If this is not possible, select appropriate students to read the scenario in class. This can be done as a whole class activity or in groups. The

purpose of the scenario is to generate discussion. Once reading the scenario is completed teachers can invite students to speculate about what happened at Mai's work. This can be done in the form of a timed writing activity where students are asked to write a paragraph beginning with the following sentence: When Mai Yang went to work the next day..... Or teachers can lead a simple oral discussion to find out what students think will happen to Mai. When the different opinions have been shared with the class, ask students to turn to page 308 to discover what actually happened.

The Questions for Discussion on page 309 could be divided among 7 groups who would each report their opinions to the particular question they were considering. Teachers should encourage other groups to respond to each opinion and should also encourage students to justify their opinions with reasons and examples.

Pages 310 and 311: GRAMMAR PRACTICE! THE PRESENT SIMPLE TENSE

The instructions for this activity are straight forward and it could therefore be given as a homework (work project) assignment with review in class the following day. The only part of the activity that might cause problems is the instruction to write rules for use of the present simple tense. In fact, some of the most common uses of this tense are effectively spelled out in 1-4 on page 310 and teachers may want to give students a few hints.

Pages 312 -313: TALKING ON THE JOB

The purpose of this activity is to make students aware of the fact that everyone in the work place has a responsibility to behave courteously and appropriately to everyone else. This includes managers and supervisors as well as workers. Some of the statements listed 1-11 on page 312 are intentionally ambiguous. For example, #5. It could be appropriate for an employer to say this to a worker if she is referring to tidying up desk or work space that the worker is responsible for but if the employer means that the worker should wash floors or bathrooms when this is not ordinarily part of his job duties, then, despite the polite language of the request, this may not be an appropriate thing to say at work. These issues invite a great deal of discussion, including how to respond

to an inappropriate response appropriately. For the statements that students consider inappropriate, invite them to formulate more appropriate versions.

The "Good Worker" doctrine is not intended to indoctrinate students with a subservient attitude!! Teachers can use it to introduce the concept of global responsibility - if these are the responsibilities of a good worker, what are the responsibilities of a good manager and/or supervisor? Ask students to draft a comparable statement which lays out the dictates for "A Good Supervisor."

Page 314: CASE STUDIES

Assign this activity for homework (work project). It is often quite difficult for students to project themselves into these situations even though they may be quite familiar with them. Teachers may want to make another example and demonstrate how to project and formulate an answer before having students tackle the activity.

Pages 315 and 316: ON THE JOB RELATIONSHIPS - LETTERS

Ask students to choose one of the letters and then write a response to the writer giving advice on the issue of concern. After selected students have read out their replies, invite the class to consider the questions on page 316.

Page 317: TEST YOUR VOCABULARY

As in Unit 1.